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ANALYTICAL GRAMMAR

OF THE

ENGLISH LANGUAGE,

EMBRACING THE INDUCTIVE AND PRODUCTIVE
METHODS OF TEACHING,

WITH FAMILIAR EXPLANATIONS IN THE LECTURE STYLE; APPROPRIATE PARSING EXAMPLES, BOTH IN ETYMOLOGY AND SYNTAX; QUESTIONS SUBJOINED FOR RECITATION; EXERCISES IN FALSE SYNTAX; ORTHOGRAPHY, PUNCTUATION, ENUNCIATION, FIGURES, AND AN

APPENDIX.

In Five Parts.

BEING A COMPLETE SYSTEM OF GRAMMAR, CONTAINING
MUCH NEW MATTER NOT FOUND IN OTHER GRAMMARS.

Designed for the use of all who wish to obtain a *thorough*
and *practical* knowledge of the English Language.

BY DYER H. SANBORN, A. M.,

Prof. of Math., Int. and Nat. Science in the N. H. Conference Seminary
AT NORTHFIELD.

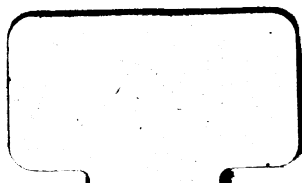
"Grammar is to language what forms are to bodies ;
None truly teaches the one without showing the other."

THIRTEENTH EDITION.

CONCORD, N. H.

PUBLISHED BY G. PARKER LYON.
1848.

KD 37479



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PRINCIPAL OF SANDBORNTON ACADEMY.

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13TH EDITION.

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Entered according to an Act of Congress, in the year 1886,
By DYER H. SANBORN,
In the Clerk's Office of the District Court of New Hampshire.

P R E F A C E .

THE utility and importance of grammatical science, must be obvious to every reflecting mind. On a correct and accurate knowledge of its principles, depends the literature of any language. Numberless disputes have agitated the literary world, in consequence of a misapprehension of the meaning of words, terms, and of their grammatical relation. Chasteness of style, elegance of diction, and correctness of enunciation, are easily acquired by a gradual induction into the primary principles of grammatical language. Education may do something towards preparing the mind of a child to commence the study of grammar; but a judicious control of the reasoning powers, mental discipline, and a comprehensive understanding of the force and use of words and language, are almost solely dependent on the text book which a scholar uses, its principles of illustration, its adaptation to his capacity, and on a just and practical application of its definitions. The system of English Grammar here presented to the public, is the result of many years' experience in the business of teaching, and of much careful observation respecting various methods of imparting instruction and of communicating knowledge on a science too often deemed dry, irksome, and uninteresting.

If teachers will acquaint themselves with the manner of applying the Lessons and Examples contained in this Grammar,—which can be done with little labor,—they will be enabled to satisfy themselves of the utility of the system, and of the superior advantages it secures to the scholar over many treatises of the kind in use.

If well understood and faithfully taught, much time that is frequently wasted in the study of English Grammar, may be saved for valuable purposes. The method of teaching which is peculiar to this system, affords an excellent discipline for the mind. It alternately collects and diffuses the scattered rays of mental vision, concentrates its energies upon one specific object, expands the intellect, invigorates the mind, develops its faculties, unlocks the treasures of knowledge, and opens a vista to the inmost recesses of the Temple of Wisdom.

The author has endeavored to be governed by those natural laws, through whose medium ideas are communicated the most easily, readily, and understandingly; and so to arrange his exercises that the student may be able to comprehend every definition as soon as it is presented to the mind.

If the study is pursued in accordance with the general principles of the system, the scholar will learn to reason, to express himself correctly, and in the most appropriate and comprehensive manner.

He will gain a more thorough knowledge of *Rhetoric* than can be obtained from the systems now in use.

Rhetoric and Grammar should be studied together. The False Syntax affords a great variety of rules, formulas, and examples, for an exemplification of the right position and arrangement of words in a sentence; and a correction of the exercises renders the student conversant with the best modes of speech.

This Grammar traces terms to their origin, interprets their primitive meaning philosophically in accordance with the principles laid down by J. H. Tooke in his *Diversions of Purley*, and our learned lexicographer, the venerable Dr. Webster; and after having defined their primitive import, uses the technical terms generally received and understood by grammarians, to avoid the embarrassing perplexity arising from innovation.

It is incumbent on every scientific writer that undertakes to find fault with received systems, and to tear them in pieces, to furnish better ones.

The author has furnished what he deems to be an improved and complete system of English Grammar. How far he has succeeded, a candid Public must decide; this decision, however, he hopes will not be made without an impartial examination of its principles and doctrines. It is submitted to their ordeal, to determine, by collateral comparison, whether it is entitled to a higher rank than its compeers.

Some philosophical writers on Grammar have shown more *zeal* than *discretion*; their inexperience has led them to thrust their dogmas upon the public mind by anticipation, without using the preliminary means for diffusing proper light upon this subject, to prepare it for a healthful and natural digestion of what may appear to be crude and indigestible. *A bad use of Rules* which has come under their observation, has led them to discard their use altogether. This extreme is worse than the other. The remedy is worse than the disease.

Thoughts, expressed in familiar and colloquial language, are more attractive and more easily understood, than when presented in an abstract, forbidding, and indifferent manner.

Consequently, the first forty Lessons in Etymology are preceded by explanations written in the lecture, talking style.

This method has been found from experience to interest and instruct, to secure and rivet the attention of the tyro in grammar.

The scholar, after having become master of these first forty lessons, is prepared to prosecute profitably his future study of English Grammar without these preliminary explanations. The definitions of the parts of speech and their modifications, are applied one at a time, as fast as they are learned. The rules and remarks of syntax are applied in a similar manner. The same general principle of application is closely observed throughout the system.

In addition to the advantage it has over other grammars, in the practical application of its doctrines, The Analytical Grammar contains more condensed matter in the form of definitions,—much of which is entirely new,—than can probably be found in any treatise of the kind now extant.

The familiar manner of illustrating this science, and the greater part of the definitions, are purely original.

For a knowledge of the peculiar manner of applying each definition as fast as the scholar advances, the author is indebted to the Rev. John L. Parkhurst, some years since the author of "A Systematic Introduction to English Grammar." Mr. Parkhurst's definitions are designated by marks of quotation.

These definitions number about two hundred, and do not comprise a tenth part of the subject matter of "The Analytical Grammar."

Other quotation marks include examples for illustration or designation, or those from unknown authors. The *copy right* of Parkhurst's Grammar has been purchased by the writer of this, who alone is responsible for the present application of its definitions. Parkhurst's Systematic Introduction to English Grammar has passed through two editions, and is the first *Improved* system of English Grammar that has appeared before the public since the first introduction of Lindley Murray's English Grammar. The following matter, in smaller type, is the entire preface of the "Systematic Introduction to English Grammar," with one or two alterations and suppressions.

In the cultivation of the mind, it is not so necessary that a large stock of knowledge should be acquired, as that correct and systematic habits of thinking should be formed. The formation of these habits depends not upon the *matter* but upon the *mode of instruction*. It is the design of the work now offered to the public, to furnish instructors with a *Method of Teaching* English Grammar, which will render the study, *from the beginning*, easy and pleasant, and the progress rapid. The author proposes to exhibit practically the *fundamental* principles of the English language; and, humble as this office may be, it will be remembered, that the *foundation* is not the least important part of an edifice.

The complaint so frequently heard that, grammar is at first a *dry and difficult* study, and one of which beginners are seldom *fond*, proves the want of a *better method of teaching*; and since there is such a method nothing seems so well adapted to make it more extensively known, and introduce it into general practice, as to exhibit it in the books to be used both by teacher and pupil.

It is thought that this work will be found to have the advantage of others in two respects;—first, in employing a greater simplicity of language; and secondly, in exhibiting a more perfect system of instruction and exercises, by which the pupil will be enabled to *understand* and *apply* what he learns, at every step of his progress. It is a common mistake, to suppose that children advance in knowledge in proportion to the number of hard words they learn to repeat. In most cases, such terms, not being explained, convey none, or very imperfect, ideas to their minds; and many times, when the terms come to be understood it proves to be only a learned way of expressing what the child knew just as well before. Every child knows perfectly well the nature and force of the words which he employs in ordinary conversation; and the easiest and simplest method by which he may be enabled to class those words etymologically, is the best.

The author has labored to attain a very difficult object,—that of selecting and arranging his materials in such a manner, as to exhibit, *distinctly*, every idea to be communicated; to proceed, everywhere, *gradually*, from the most simple and easy things to those that are more difficult; and to build every rule, remark, and example, upon those that precede, so *systematically*, that nothing shall anywhere be *anticipated*.

The author has been in the habit of teaching English Grammar, at intervals for twelve years past; and it is about seven years since the mode of teaching now recommended, was adopted by him. He has long considered it his duty to make his method of teaching more public than it could be made by the copies that have been taken from his manuscripts. Various causes have operated to produce the delay that has taken place. It is his earnest desire, that this volume may be a means of promoting the interest of literature and human improvement, and of diffusing some light on the general subject of education.

Dec. 16, 1820.

The author acknowledges himself under obligations to Dr. Webster for access to his *quartodictionary*, and for the useful instruction he has received from a perusal of the grammar prefixed to that work. Dr. Webster's name is subjoined to all entire quotations from his grammar. The ideas of a few modified definitions have been suggested by reading the works of that able philologist. The writer also improves this opportunity to express his gratitude to those individuals who have aided him in various ways in the preparation of this grammar.

The design of the '*Analytical Grammar*' is, to teach grammatical science in a practical manner; to apply every definition as fast as it is learned, and to lead the student on by degrees from easy definitions to those more difficult to be understood, until he shall have obtained a thorough knowledge of his mother tongue. All the preliminary explanations requisite to prepare the mind of the scholar for a full and complete understanding of his lesson, are given before the definitions are presented, which result from those explanations. The explanations are expressed in a familiar lecture style, by way of Induction, and their results are put in the form of definitions to be learned for recitation. This grammar professes to combine both the Inductive and Productive methods of imparting instruction of which much has been said within a few years past, and, in its general character, is a self-explaining work. The explanations are followed by *definitions* regularly numbered, *forms of parsing* for illustration, *parsing* examples with questions subjoined, to be answered at recitation. These questions are thought to be of great utility, in aiding the scholar to master his lessons as he advances; at the same time his attention is directed to the most important matter. Many of the parsing examples are valuable, and are intended, as far as possible, either to promote morality and virtue, or to furnish useful information on important subjects not connected with the study of grammar,—maxims worth being remembered. A comprehensive system of orthography is prefixed, containing rules for spelling, with exercises for correc-

tion, and rules for the use of capital letters, with exercises to be corrected. Part Third contains a condensed Recapitulation of the definitions of Etymology. A system of Prosody is also prepared, explaining the principles of punctuation, with examples to be punctuated, versification, enunciation, figures, etymological, syntactical, and rhetorical, and an Appendix which treats of the derivation of words, and of the etymology of the prepositions and conjunctions of the English language, both separately and in the composition of words. No grammar in the language probably contains so great a quantity of condensed and useful matter, with so little superfluity.

The difficulties which teachers have found in giving their pupils a knowledge of the verb, are obviated in this system. The scholar can learn to distinguish the verb as easily as he can the noun. The object of the writer has been to prepare such a system of exercises as is best calculated to qualify the student to investigate the principles of language and unravel their meaning. Every thing explainable has been defined. Though many skilful instructors may teach what comes under their supervision with great accuracy and correctness, by analyzing sentences and words as they come in course, still this will give the scholar only a partial knowledge of the science of grammar. It is like tilling one acre on a farm to the neglect of the rest. A general, thorough knowledge of this science, can only be obtained by the use of a judicious text book, with a suitable variety of appropriate examples for illustration. By the use of such a book, a much greater amount of knowledge can be acquired in a given space of time. No one presumes that knowledge can be gained without labor and application. Machinery has worked wonders in the mechanical world;—apparatus has done much, by visible illustration, towards smoothing the rugged paths of science. Books, which are a species of apparatus, judiciously made by skilful hands, and practically applied, may do equally as much in developing the mind and preparing it for action. There is a more important object to be attained in teaching grammar than merely to speak according to the rules of syntax. Parsing, in the hand of a skilful instructor, may be made a powerful instrument in preparing children and youth to understand perfectly whatever they read, and, in this way, to acquire many useful ideas, and cultivate the various faculties of the mind. That this humble effort may be the means of giving a taste for literary pursuits, of enhancing the value of useful instruction, and of advancing the interests of human education, is the sincere desire of the author.

STEREOTYPED EDITION.

The rapid and entire sale of the first edition of *The Analytical Grammar*, has induced the publishers to risk the expense of stereotyping it. The errors of the former edition have been corrected. The whole work has been carefully revised; but not so altered as to prevent its being used with the preceding book. The numbers which designate the divisions, are the same in both.

The Orthography in the Stereotyped Edition is placed at the beginning of the Grammar, and the exercises in False Syntax immediately precede Prosody, Part V.

As the work is now presented in an improved form, the author indulges the hope that the public will have new inducements to continue the patronage, which was so liberally bestowed upon the first edition.

Sandbornton, Nov. 5, 1839.

D. H. S.

ENGLISH GRAMMAR.

GENERAL DEFINITIONS.

SECTION I.

1. GRAMMAR is the art of speaking and writing *any* language with propriety.

2. ENGLISH GRAMMAR is the art of speaking and writing the *English* language with propriety.

3. The *General* divisions of Grammar are Orthography, Etymology, Syntax, and Prosody.

4. Orthography explains the nature and properties of letters, their formation into syllables, and the true manner of spelling words.

5. Etymology explains the various modifications of the parts of speech, their classification, and the derivation of words from their primitives.

6. "Syntax is the proper construction of words into sentences and phrases."

7. Prosody explains the principles of punctuation, enunciation, figures, and versification.

ORTHOGRAPHY.

PART I.

SECTION II.

8. Orthography explains the nature and properties of letters, their formation into syllables, and the true manner of spelling words.

LETTERS.

9. "A letter is the representative of an articulate sound; that is, of the sound of the human voice, formed by the organs (*a*) of speech."

10. The English language has twenty-six letters, which are called the English Alphabet,—A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

11. "In a *perfect alphabet*, every letter would represent one, and only one, simple sound; so that the number of letters and of simple articulate sounds in the language would be precisely equal. Silent letters, and letters having more than one sound, are an imperfection and an evil in a language."

DIVISIONS OF LETTERS.

12. Letters are divided into vowels and consonants.

13. "A vowel is a sound that can be prolonged without altering the position of the organs of speech, and that can be uttered without the aid of those organs, by merely opening the mouth."

14. The vowels are *a, e, i, o, u, w*, and *y*. All the other letters in the alphabet are called consonants.

15. A consonant (*b*) is an articulate (*c*) sound; that is, one that cannot be expressed without the aid of a vowel.

16. *Y* is a consonant at the beginning of words or syllables; as, *you, yes, yeoman*.

17. *W* is a consonant at the beginning of words or syllables, and when it comes before a vowel in the same syllable; as, *wane, what, when, swim, swoop, swam, twist, why*.

18. *W* and *y* are vowels in all other situations; as, *few, brow, dry, defy, duty, eyelid*.

19. *U* is a consonant in the words *unite* and *quitting*. *I* is a consonant in *bannian*. *U* and *i* when consonants, have the initial sound of *y*.

20. *W* and *y* are vowels, when any of the vowels *a, e, i, o, u*, can be substituted for them, except when *u* and *i* have a consonant sound.

21. "Consonants are divided into mutes and semivowels. The semivowels, when at the end of a syllable, allow the voice to be prolonged; the mutes do not."

Classification and Organic Formation of Letters.

22. *A, e, and o*, are pure vowels.

23. *I and u* are impure vowels.

a Organs of speech,—tongue, teeth, palate, throat, lips, &c.

b From the Latin verb consonant, *they sound together*,—from *consūno*.

c Articulate is from the Latin verb *articūlat*, it joints, or forms many parts into one,—from *articūlo*.

24. *W* and *y* are sometimes vowels
25. *B* and *p* are labials.
26. *F* and *v* are hissing labials.
27. *D*, *g*, *j*, *l*, and *t*, are dentals.
28. *C*, *h*, *s*, *x*, and *z* are hissing dentals.
29. *N* and *m* are nasals.
30. *K*, *q*, *r*, and hard *g* and *c*, are gutturals
31. *L*, *m*, *n*, and *r*, are liquids.
32. *P*, *f*, *t*, *s*, and *k*, are sharps.
33. *B*, *v*, *d*, *z*, and *g*, are flats.
34. *D*, *t*, *z*, *c* and *s*, are aspirate consonants.
35. *B*, *c*, *d*, *g*, *j*, *k*, *p*, *t*, *v*, and *z*, are consonants.
36. *F*, *h*, *l*, *m*, *n*, *r*, *s*, and *x*, are semivowels.—*Wm. Mulkey.*

The Key to Walker's Dictionary.

37. *A* has four sounds.
 1. The long slender English *ā*, as in *fāte*.
 2. The long Italian *ä* as in *fär*.
 3. The broad German *â* as in *fäll*.
 4. The short sound of the Italian *ă* as in *făt*.
- E* has two sounds.
 1. The long *ē* as in *mē*.
 2. The short *ě* as in *mět*.
- I* has two sounds.
 1. The long diphthongal *ī* as *pīne*.
 2. The short simple *ĩ* as in *pĩn*.
- O* has four sounds.
 1. The long open *ō*, as in *nō*.
 2. The long close *ö*, as in *möve*.
 3. The long broad *ô*, as in *nôr*; like the broad *â*.
 4. The short broad *ö*, as in *nöt*.
- U* has three sounds.
 1. The long diphthongal *û*, as in *tûbe*.
 2. The short simple *ü*, as in *tüb*.
 3. The middle or obtuse *û* as in *füll*.
- The diphthong *oi* has two sounds.
- The long broad *ô*, and the short *ĩ*, as in *oĩl*.
- The diphthong *ou* has two sounds.
- The long broad *ô*, and the middle obtuse *û*, as in *thoû*.
- Th* has two sounds.
 1. The acute or sharp *th*, as in *thin*.
 2. The grave or flat *th*, as in *this*.
38. The sounds of the vowels are *āy*, *ar*, *aw*, *ăh*; *ēē*, *ěh*; *eye*, *ĩh*; *ōwe*, *oo*, *aw*, *ö*h; *yoū*, *ũh*, *oo*.
39. The articulations are *fate*, *far*, *fall*, *fat*; *me*, *met*; *pine*, *pin*; *no*, *move*, *nor*, *not*; *tube*, *tub*, *full*.

APPLICATION.

To ascertain the sound of *a* in *angel*, run it through the articulations of *a* thus,—*anegel*, *arngel*, *awngel*, *angel*; it sounds like *a* in *fate*, and therefore has the first sound of *a*.

Examples for practice.—*Baker*, *taper*, *barter*, *half*, *salve*, *command*, *balm*, *small*, *bald*, *false*, *marry*, *arid*, *walk*, *around*, *awake*, *asleep*, *again*, *pass*, *glass*, *halt*, *Africa*, *America*, *haunt*, *taunt*, *answer*, *sacrifice*. *Deist*, *metre*, *ten*, *men*, *set*, *let*. *Fine*, *kind*, *mind*, *resign*, *win*, *sin*, *bin*, *spirit*, *mirror*. *Note*, *notice*, *cloves*, *motive*, *who*, *whose*, *whom*, *for*, *or*, *corn*, *form*, *poor*, *got*, *lot*, *horrid*, *confine*, *novelty*. *Cube*, *cupid*, *tune*, *duty*, *compute*, *cup*, *sup*, *butter*, *mutter*, *pull*, *cub*, *pulley*, *pulpit*.

Questions.—What is orthography? A letter? What are the organs of speech? How many letters has the English alphabet? How many sounds would every letter have in a perfect alphabet? What is said of silent letters and letters having no sound? How are letters divided? What is a vowel? Which are the vowels? What are all the other letters? What is a consonant? From what derived? From what is *articulate* derived? When is *y* a consonant? As in what examples? *W*? What are *w* and *y* in all other situations? What is *u* in the words *write* and *quitting*? *I* in the word *bannian*? What sound have *u* and *i* when consonants? When are *w* and *y* vowels? Into what are consonants divided? 21. What is said of semivowels? What of mutes? What is expressed in 22? In 23? In 24? In 25? In 26? In 27? In 28? In 29? In 30? In 31? In 32? In 33? In 34? In 35? In 36? Who is the author of the notes from 22 to 36 inclusive? How many sounds has *a*? What are they? *E*? What are they? *I*? What are they? How many sounds has *o*? What are they? *U*? What are they? What sounds has *oi*? *Ou*? How many sounds has *th*? What are they? What are the sounds of the vowels? The articulations? How do you ascertain the sound of *a* in the word *angel*? What sound has it? What sound has *a* in *taper*? In *command*? In *sacrifice*? The scholar will find the sounds of the remaining examples in the same manner.

SECTION III.

DIPHTHONGS AND TRIPHTHONGS.

40. "A diphthong is the union of two vowels in one syllable;" as, *ai* in *pail*; *ow* in *now*.

41. A proper diphthong is a diphthong that has both the vowels sounded; as, *ou* in *pound*.

42. An improper diphthong is a diphthong that has only one of the vowels sounded; as, *ei* in *forfeit*.

43. "A triphthong is the union of three vowels in one syllable"; as, *ieu* in *adieu*; *iou* in *captious*.

44. When any of the vowels are silent, they are called improper triphthongs. *Uoy* in *buoy* is a proper triphthong. *Eau* in *flambeau* is an improper triphthong.

DIPHTHONGS.

AA.

45. "The diphthong *aa* sounds like *a* in *fat*; as in *Balaam*, *Canaan*, *Isaac*." But in *Baal*, *Gaal*, and *Gaash*, each vowel forms a distinct syllable.

Æ and Œ.

46. "The diphthongs *æ* and *œ*, or *æ* and *æ*, have the sound of

e. It is better, however, to write the *e* only; as, Cæsar, Eneas, pæan, Anteci, era, diæresis, instead of Cæsar, Æneas, pæan, Antœci, æra, and diæresis." The first five have the sound of long *e*; diæresis of short *e*.

AI and AY.

47. *Ai* and *ay* sound like *a* in fate; as in vain, delay, say, pail, plait. *Ai* has the sound of short *i* in curtain; of short *a* in plaid; of short *e* in said, again; of long *i* in aisle; *ay*, of short *e* in says, of long *e* in Monday. *Ay* meaning yes, has the sound of *a* in far, and of *e* in me.

AU and AW.

48. *Au* and *aw* have the sound of *a* in fall; as, caught, bawl, scrawl, defraud. *Au* before *n* or *gh* has the sound of *a* in far; as in aunt, flaunt, haunt, laugh, launch, laundress, taunt, jaunt, jaundice. *Au* has the sound of long *o* in hautboy; of short *o* in laurel. The letters *au* are pronounced separately at the end of Greek proper names; as, Agës-i-la'us, Mën-e la'üs.

EI and EY.

49. The general sounds of *ei* and *ey* are like *a* in fate; as in vein, neighbor, convey, purvey. *Ei* has the sound of long *e* in deceit, neither, receive, receipt; of short *i* in foreign, and of long *i* in height, Oneida. *Ey* unaccented sounds like *e* in me; as, alley, barley, valley; also, *key* and *ley*; like long *i* in Eyder.

EA.

50. *Ea* has the sound of *e* in me; as in beaver, creature; the sound of short *e*, as in dead, meadow; and of *a* in far; as in heart, hearth; of short *a* in pageant.

EE.

51. *Ee* has the long *e*; as in sweet, flee, tree. The poetic contractions *e'er* and *ne'er* should be pronounced as if spelled *ay'ur* and *ney'ur*.

EO.

52. "*Eo* is pronounced like *e* long; as in people; and sometimes *e* short; as in leopard, of long *o* in yeomanry; like *e* in nor, in George. It also has the sound of short *u*; as in dungeon." —Murray.

EU and EW.

53. *Eu* and *ew* generally have the sound of *u* in tube; as in feud, deuce, few, new, dew. *Ew* sometimes has the sound of *oo*; as in brew, grew; of long *o*; as in sew.

IA and IE.

54. *Ia* has the sound of *ya*; as in filial; of short *i*; as in marriage. *Ie* has the sound of long *e* in grief; of long *i* in die; of short *i* in sieve; of short *e* in friend.

IO.

55. *Io*, when the accent is on the *i*, forms a distinct syllable; as, violent, violet. *Ion* has the sound of *yua* in opinion; of *shua* in devotion, confession; of *chun*, when *s* or *x* precedes *t*; as in question, mixture.

OA and OE.

56. *Oa* has the sound of *o* in no; as, boat, oat; of *a* in fall; as, broad, abroad. *Oe* in doe has the sound of long *e*; of *oo* in shoe, canoe; of short *u* in does.

oi and oy.

57. See the diphthong *oi* in 30. *Oy* has precisely the same sound as *oi*; as, toy, joy, decoy. Choir is pronounced quire.

oo.

58. The regular sound of *oo* is like *o* in move; as, moon, mood, coo, too. It has the sound of *u* in tub; as, blood, flood; also, of *o* in no; as, door, floor. The word Coös is pronounced in two syllables.

ou and ow.

59. See the proper diphthong *ou* in 30. *Ow* has the same sound. As an improper diphthong, *ou* has five additional sounds,—the sound of short *u*, as in enough; of *oo*, as in soup; of long *o*, as in though; of short *o*, as in cough; and of *aw*, as in ought. Good usage favors the omission of *u* in such words as honour, error, and spells them honor, error.

ua.

60. *Ua* has the sound of *wa* in assuage; the sound of *a* in far, in guard, guardian; is suppressed in victuals,—pro. vit'ltz. In Mantua and Nashua, the vowels are heard distinctly. *Ua* in mantua maker, has the sound of long *u*.

ue.

61. *Ue* sounds like *we* in querist; like long *u* in hue; and like short *e* in guest. *Ue* is silent in rogue.

ui.

62. *Ui* has the sound of *wi* in languid; of long *i* in guide; of short *i* in Guilford; of long *u* in juice; and of *oo* in fruit.

uo.

63. The regular sound of *uo* is *wo*; as, quorum, quondam.

TRIPHTHONGS.

awe and aye.

64. *Awe* has the sound of *a* in fall. *Aye* meaning always, sounds like *a* in fate.

eau.

65. *Eau* has the sound of long *o*; as in flambeau; of long *u* in beauty and its compounds.

eu.

66. "*Eu* is always separated; *e* has a long sound, and *ou* the short sound of *u*; as in cu-ta-ne-ous."—*Mulkey*.

ewe.

67. *Ewe* is found only in the word ewe, and is pronounced *yw*.

eye.

68. *Eye* which occurs in no other word, has the sound of long *i*.

ieu and iew.

69. *Ieu* and *iew* have the sound of long *u*; as in lieu, purlieu, view, review.

iou.

70. *Ious* sounds like *yus* in perfidious, ignominious. When preceded by a liquid, it frequently has the sound of short *i* and short *u*; as, various, precarious, abstemious.

oeu and owe.

71. *Oeu* has the sound of *oo*; as in manœuvre. *Owe* has the sound of long *o*.

UEA and UEE.

72. *Uea* and *uee* have the sound of *we*; as, squeak, queen.

UAI and UAY.

73. *Uai* and *uay* have the sound of *way*; as, quaintness, Paraguay.

UOI and UOY.

74. *Uoi* has nearly the sound of *uoy*; as, in quoit. *Uoy* has the sound of *u*, the third sound of *o*, and the first sound of *e*. Dr. Webster gives it the sound of *woy*; as in buoy.

Sounds of some of the alphabetical letters.

75. *C* is hard like *k* at the end of words or syllables; as, in music, vaccinate. *C* is soft like *s* before *e*, *i*, or *y*, in celery, cinder, cymbal; and hard like *k* before *a*, *o*, and *u*, and in all other cases; as, in cancer, come, cube, fact, cramp. "The termination *c* is now generally used in preference to *ck*, in simple words of more than one syllable, not having the accent on the last; (*a*) as, public, music."

76. "In monosyllables and compound words, *k* is retained; as in block, shipwreck." In the words *discern*, *sacrifice*, *suffice*, and *sice*, *c* has the sound of *z*.

77. "*Ch* has three sounds; like *tch*, *k*, and *sh*. *Ch* sounds like *sh* in French words; as, chaise, chagrin, machine. *Ch* sounds like *k* in Greek and Hebrew words. Hence, in Scripture proper names, *ch* always sounds like *k*, except in the word Rachel; as, character, scheme, chorus, chemist, Baruch, Chrysopolis, chal'cedony."

78. *Ch* sounds like *tch* in the English word charm. *Ch* in arch before a consonant, has the sound of *tch*; as in archbishop, archduke. Before a vowel, it sounds like *k*; as in archangel, archives, Archipelago; except in arched, archer, archery, archenemy.

79. "*E* final is frequently used to lengthen a vowel, or soften a consonant; as, age, rage, face, lace, tune, time." In words of Latin or Greek origin, it frequently forms a distinct syllable, like *e* in me; as, Penelope, extempore, epitome, simile, catastrophe. *E* has the sound of short *i* in England, pretty, and yes; of *ëz* in Socrates, Demosthenes.

80. *F* has the sound of *v* in the word *of*; but its common unvaried sound in the words *whereof*, *thereof*.

81. "*G* has two sounds; one hard and guttural, and the other soft like *j*. Before *e*, *i*, or *y*, *g* is sometimes hard, and sometimes soft; in all other cases it is hard. Before *e* or *i* in Scripture proper names, *g* is generally hard." It is also hard at the end of words and syllables; as, in dog, dagger.

82. *Ing* should always have its ringing sound; as, in running, walking.

83. *Ph* has the sound of *f* in Philip; of *v* in Stephen; and is silent in phthisic.

84. *Q* is always followed by *u*; *qu* in English words are equivalent to *kw*; as, quadrant, queen, quire. The *u* is silent in liquor and coquet.

a "Before the letter *e* or *i*, as in trafficking, and perhaps one or two other words, *k* is properly inserted to retain the hard sound of the *c*; just as the French sometimes insert *c* to retain the soft sound of *g*; as in *changeant*, *jugea*."

85. "Re, at the end of words, sounds like *ur*; as, lustre, mas sacre."

86. "S is either hissing, or soft like *z*; as in distant, dismal."

87. T before *u* when the accent precedes, sounds like *tch*; as, nature, virtue, pronounced nachure, virchue.—*Murray*.

88. W has nearly the sound of *oo*; as, water,—ooater. W is silent in wreck, crow; has the sound of *u* in sawyer. When *h* follows *w*, it is pronounced as if written before *w*; as, when, why, what; pronounced hwen, hwy, hwot.

89. X, at the beginning of proper names, sounds like *z*; as, Xerxes, Xenophon, Xerodes. X is a double consonant; has the sound of *ks* in extent, and of *gz* in exert.

90. Y, when a consonant, has nearly the sound of *ee*; as, in youth, pronounced eeouth.

SECTION IV.

WORDS.

91. A syllable is a sound of one letter, or of a combination of letters, pronounced by a single action of the voice; and may be either a word or a part of a word; as, a, one, five.

92. The ending of a word is called its termination; the terminations added may be a syllable or one or more letters; as, Contented, saved, obeyed, manners.

93. Words are signs of ideas, and may contain one or more syllables.

94. A word of one syllable is called a *monosyllable*; of two, a *dissyllable*; of three, a *trisyllable*; of more than three, a *polysyllable*.

95. Spelling is the art of expressing a word by its proper letters.—*Murray*.

RULES FOR SPELLING.

RULE I. Y changed into I.

96. The letter *y* at the end of a primitive word, when preceded by a consonant, is changed into *i* before *es*, or any termination not beginning with *i*; as, spy, spies, spiest, spieth, spied; happy, happier, happiest, happily, happiness; duty, duties, dutiful; merry, merriment.

FALSE ORTHOGRAPHY.

He denied the charges brought against him. Responsibilitys are involved by recommendations. Man is not always what he fancies himself to be. A fanciful humor often betrays its possessor. Comeliness is the natural garb of virtue. Our life should not be at variance with our profession. Chillyness is frequently succeeded by fever. The facilitys for education are daily in-

creasing. He found the family in a pityless situation. Excessive merriment dissipates sober reflections. Society is united by innumerable tys. Dutiful children command esteem. How do you spell studyest, studyeth, and studied?

RULE II. *Y not changed.*

97. The letter *y* of a primitive word, when preceded by a vowel, is not changed on assuming an additional termination; as, money, moneys, moneyed; gay, gayer, gayest, gayish, gayness; boy, boyish, boys; valley, valleys; thou annoyest, he annoyeth, annoyed, has annoyed, had been annoyed; annoyer, annoyance. The derivatives of pay, lay, and say are exceptions to this rule; as, paid, laid, said, saith, unpaid, unlaid, and unsaid.

FALSE ORTHOGRAPHY.

The hills and vallies are covered with verdure. He has four chimnies in his house. Scholars very often spell such words as monies, journies, and attornies wrong. The Bible portrais human duties in glowing colors. He surveied the field with great accuracy.

RULE III. *Y retained.*

98. The letter *y* is retained before *ing* to prevent the duplication of *i*; as spy, spying. Words that end with *ie*, change *ie* into *y* before *ing* for the same reason; as, die, dying; lie, lying.

FALSE ORTHOGRAPHY.

I found him lieing on the ground. His dieing moments left an assurance of an upright life. Pitiing friends are a consolation te us on a diing bed. He was studiing when I saw him last.

RULE IV. *Doubling the final consonant.*

99. Primitive words of more than one syllable, having the accent on the last, and words of one syllable ending with a single consonant preceded by a single vowel, double their final consonant on assuming an additional termination; as, thin, thinned, thinnest, thinner, thinness; wit, witty; pen, penning, penned; begin, beginner, beginning; prefer, preferring, preferred; commit, committing, committed, committee.

FALSE ORTHOGRAPHY.

Flattery is shuned by men of sense. The error was committed through inadvertency. He regreted the occurrence of the mistake. Socrates preferred his integrity to his life. The civilian conferred with his client. The beding with the other things was sold. Good swimmers are often drowned. The money was seasonably remited. Wisdom should be preferred to wealth. By defering repentance, we accumulate grief. This proposition being admitted, you will hear my argument. The lamps are well trimed and filed.

RULE V. *Final consonant not doubled.*

100. The final consonant of a primitive word is not doubled when preceded by a diphthong, a long vowel, when *ly* is added to a word not ending with *l*, or when the accent is not on the last syllable, on assuming an additional termination; as, boil, boiling, boiled; prate, prating, prated; thin, thinly; benefit, benefiting, benefited.

FALSE ORTHOGRAPHY.

The boy merited the premium awarded him. Limited conceptions of duty preclude mental expansion. The committee visited the school yesterday. I have been daily profiting from the instructions of my teacher. We are often benefitted by the wisdom of age. The Christian Lawgiver has prohibited the practice of retaliation. We all have many failings and lapses to lament. The most generous affection is often exhibited by a dog towards his master. (*a*)

RULE VI. *Dropping E.*

101. When a syllable is added to a word ending with *e*, the *e* is dropped, except when it serves to lengthen a vowel or soften a consonant; as, blame, blamable; judge, judging, judgment; peace, peaceable; change, changeable; slave, slavish; pale, paleness; charge, charging, chargeable; due, duly; close, closely. Some words ending with *ment* retain the *e*, though useless; as, achievement, bereavement. The participles dyeing, (from dye to color) eyeing, hoeing, shoeing, singeing, and twingeing retain the letter *e*. See 548, page 130.

FALSE ORTHOGRAPHY.

He who is obligeing, pleaseing, and engageing in his manners, commands respect. The inhaleing of noxious vapors impairs health. The harvest truely is plenteous, but the laborers are few. This can be done by a systematic arrangment. He who delights in tortureing flies, evinces a savage disposition. A stubborn will often misguides the judgement. Rude carriage towards a teacher is disgracful to youth. We should be sincerely what we profess to be. An industrious scholar makes daily advancement in study. Our natural defects are chargable upon us. Labor and expense are lost upon a droneish spirit. The allurments of vice are of a fascinateing character.

RULE VII. *Double L.*

102. When words that end with double *l* take *ness*, *less*, *ly*, or *ful* after them, they usually omit one *l*; as, fullness, skillless, fully, skilful. Words ending with other

a The letters *l*, *s*, and *p*, are sometimes doubled when not under accent, as, travel, traveller; bias, unbiassed; worship, worshipper. The practice is condemned by Walker, Perry, and Dr. Webster. The last two spell such words with one *l*, *s*, or *p*. Mr. Worcester spells them both ways, but usage seems to be leaning towards one *l*, *s*, or *p*.

double letters, usually retain them both; as, stiffly, successful, distressful, carelessness, harmlessness.

FALSE ORTHOGRAPHY.

The carelessness of pupils often arises from faulty education. Circumscribed views diminish our usefulness. Apathy is often produced by slothfulness and thoughtlessness. The arrows of calumny fall harmlessly at the feet of virtue. Restlessness of mind disqualifies us for the discharge of duty. Stubbornness means willfulness. Odness is mostly the effect of a distorted humor.

RULE VIII. COMPOUND WORDS.

103. Compound words are generally spelled in the same manner as the simple words of which they are composed; as, herein, thereby, penman, recall, befall, downhill, downfall. Many words ending with *full* and *all*, drop one *l*; as, already, welfare, always, fulfil, merciful, thoughtful. *Wherever* drops one *e*. *Until* drops one *l*.

FALSE ORTHOGRAPHY.

We should allways prefer duty to expediency. The pasover was a celebrated feast among the Jews. A virtuous woman looketh well to the ways of her household. The philanthropist rejoices in the wellfare of all men. A mercifull man will be mercifull to his beast. Our passtimes should not be indulged at the expense of virtuous emotions. Truth receives no wellcome into dishonest hearts. Do you spell thoughtfull and carefull with one or two l's?

Questions. What is a syllable? What is the ending of a word called? What are words? 93. A word of one syllable? Of two? Three? Of more than three syllables? What is spelling? What is the first rule in orthography? The second? What exceptions? The third rule? The fourth? The fifth rule? The sixth rule? What of words in *ment*? What participles retain the letter *e*? What is said of them in 548? What of rule seventh? Rule eighth? Many words ending with *full* and *all*? *Wherever*? *Until*? What is said in reference *a*?

SECTION V.

Exercises in False Orthography, promiscuously interspersed.

The promiscuous examples which follow, are to be corrected by the rules for spelling, and by the aid of a dictionary. The words of the latter class are such as come under no regular rules, and such as are liable to be misspelled. The excellent Dictionaries of Mr. J. E. Worcester and Dr. Webster are recommended. The author has been guided by Mr. Worcester's Dictionary in the principles of Orthography adopted in this work. Both Dictionaries prefer *z* to *s* in such words as patronize, characterize, and authorize.

Exercises.—Arithmetic is the art of computing by numbers. Cinnamon is usually dried in the sun. Whortleberries and bilberries grow plentifully in New-England. The sugar cane, when felled, is stripped of its leaves. There are several kinds of lillies

The heart consists of four cavitys. Different names are applied to the several parts of plants. In Egypt, whole citys have been buried by drifting sands. Every stratum of rock occupys its determinate place. Our expences should not excede our income. Various and numerous are the allurments of vice. No abatement was allowed in the price. Grammer is an important and usefull study. Affectation should be niped in the bud. Sepperate the tears from the wheet. A rarity is sumthing of unfrequent occurrence. Ingrattitude to instructors is highly criminal. Chimnies should be swept often. Econemy is the nurse of libberality. Fil the bushel with wheat, and no room will be left for chaf. Peace of mind gratly inhances human happyness. How do you spell the words gallies, allies, and vallies?

SECTION VI. *

You will wait untill I see you. Ridicule has often stepped forward, where argument fails. Hills are less fertile than vallies. The faithfull are guided by principal. A suitable proportion of time should be allotted to all dutys. Let the philosopher who ascribes human origin to monkees, first teach them to talk. Bodys that move upward, give way to heavier bodys. Callico is made of cotton; wursted of wool. Be not wearyed in wel doing. Diligence and punctuality are cardinal virtues. Contentment makes a man happier and comelyer. Man is sometimes a deciever, and is sometimes decieved. He has had opertunitys to improve in writeing. The antients knew nothing of glassing. We should never be detered from duty by scofs or sneers. The noun which a pronoun represents is called its antecedant. Inteligence often means news. How do you spell the word schollar? Time is a sacred trust committed to us by our Creator. An epitome is an abridgement. An acknowledgement of offences must precede their forgiveness. The word ballance is often spelled rong. A monied influence often gains an ascendancy. Schollars frequently pronounce winder rong. Does stationary or stationery denote the articles sold by stationers?

SECTION VII. (a)

Knowledge is in the bottom of a deep wel, says Æsop. It requires much diging to get at it. Anger disqualifys any one for the performance of duty. A knave may decieve his neighbor, but not his God. Timothy rites well, but spels badly. War is one of the greatest calamitys that can happen. Do you know how to spel the word guage? He who parlies with conscience, must abide the consequences. Fopishness and displai indicate imbecil-

* Remember that the same letter follows *c* in such words as receive and de ceive, that follows their derivatives reception and deception. *E* follows *c* in the word reception,—the same letter follows *c* in the verb receive.

a Practice, with the letter *c* in the last syllable, is a noun; with the letter *s*, a verb.

ty. Spell the words cramberry, calander, saffurn, and dander. The bigotted man is neither a good citizen nor a loyal subject. He was compeled to accede to the terms proposed. A man's vices are reiterated while he is liveing. His virtues are extoled after his decease. A man devoid of observation, is a stranger to nature's beautys. Sullenness shows a want of early mental cultivation. Tatling and gossiping are banefull foes to happyness. Ideas run threw a listless mind, like water through a seive. 'True politness is real kindness kindly expressed.' Deploable is their state, who know not their Creator. There books and there clotheing were lost. To be successfull, perseverance is necessary. The dessert shall rejoice, and the solitary place be made glad. Fruits and sweetmets served up after a meal, are called a desert. We have often recured with satisfaction to the instructions of our teachers. A recolection of past errors stimulates us to reform. Practice what is usefull in practise. Time is money at interest which is unpaid without improvment. Wisdom and discretion should govern the pursuits of life.

SECTION VIII.

Scornfull men bring a city into a snare. The reciever is a participant in the crime. The divine benediction will rest on those who live peacibly. Most of the inhabitants had quited the city. The word tyro means a beginner. The daw in the fable was dressed in pilfered ornaments. How do you spell the word enquire? All our comforts procede from the Father of all mercys. Degeneracy of manners generally preceeds the destruction of a state. The body of the stranger was interred yesterday. An incorrect speler, can make no pretensions to schollarship. Fruit trees need often to be proped. Engraveing on copper was invented by a Florentine goldsmith. Tanning is the art of manufactureing leather from rawhides. Lead is the most fusible and ponderous of all metals. Lime is the only earth except allum, used in dyeing. Pottery is the art of makeing earthen ware. Did your friend succede in his enterprize? We should recede from unreasonable demands. A favor confered with delicacy doubles the obligation. Injudicious abridgements retard the improvment of youth. Disappointments are often blessings in disguise. Let us be diligent in every laudible undertakeing. Virtue imbalms the memory of the good. There is an inseperable connexion between virtue and piety. The words verry, lesion, and persuit, are sometimes rongly spelled. War is attended with distressing and desolateing consequences. Which word means jail, goal or gaol? Rays receding from each other, are said to diverge. Convergeing rays continually approach each other. Are we charitable donors, when we give from selfish motives? Straight is the gait that leads to life eternal.

SECTION IX.

The prevalence of rains has rendered hoing impregnable. Precepts have little influence when not inforced by example. Wars

are regulated robberies and pyracies. Science strengthens and enlarges the mind. True valor protects the feeble, and humbles the oppressor. The warrior's fame is often purchased with the blood of thousands. Alexander was in fact a rober and a murderer. The gaiety of youth should be tempered by the precepts of age. We are responsible for whatever we patronise in others. A calender signfys a register of the year. A calendar is a press in which clothiers smooth their cloth. They think they will be heard for there much speaking. How do you spell the words cypher, allways, and altogether? Hope exhilarates the mind, and is the grand elixer of life. The colledge of cardinals are the electers of the pope. It is laudible to enquire before we determine. The pyramids of Egypt have stood more than three thousand years. Battering rams were antiently used to beat down the walls of a city. Without holyness, no man can be happy. A mistake in the name of druggs or plants may endanger life. Sponsors are persons who become suretys for children's education in the Christian faith. Tyranny is the mother of injustice and oppression. Spell the words atend, leter, beter, ben, mony, and payed. Children are dependant on their parents for a liveing. The American Independance was declared July 4, 1776. Spell the words prehaps, aforded, affliction, atributed, inhabitance, possessed, struggling, youthfull, and differred. Method and punctuality are truly commendible qualitys. An Independant is one who considers every congregation a distinct church. A bargaineer is the party in a contract. who stipulates to sell or convey property to another. A bargainer is the party in a contract, who receives or agrees to receive the property sold. The Christian religion gives a more lovely character to God than any ever did.

Receive his council, and securly move;
Entrust thy fortune to the power above.
Still green with bays, each antient alter stands,
Above the reach of sacrilidgious hands.

SECTION X.

DIRECTIONS FOR THE USE OF CAPITAL LETTERS.

105. The first word of every complete sentence, and the first word after a period, should begin with a capital letter.

106. Any word or phrase which denotes the Supreme Being should begin with a capital.

107. All proper names, including the days of the week and the months of the year, should begin with capitals; as, Daniel, Ohio, Saco, Atlantic, Wednesday, Essex, America, England, Richmond, February.

108. Adjectives and words, derived from proper names, should begin with capitals; as, American, English, French, Danish, Spanish, Spaniard, Ciceronian.

109. Every principal word in the titles or divisions of

a book or essay, and the first word of every line of poetry, should begin with a capital.

110. The pronoun *I* and the interjection *O*, when not spelled *oh*, are written in capitals.

111. A note of interrogation is followed by a capital, except when the next word begins another question closely connected with the preceding.

112. A note of exclamation is not followed by a capital, unless the pause is equal to a period.

113. The first word of a direct quotation should usually begin with a capital. "When a quotation is brought in obliquely after a comma, a capital is unnecessary." *Murray*.

114. The names of religious denominations should begin with capitals; as, Friends, Methodists, Episcopalians, Congregationalists, Baptists, Universalists.

115. Words that indicate professional or honorary titles, the titles of officers or employment, the names of courts, societies, and public bodies of men, should begin with capitals; as, Honorable, Reverend, General, Esq., Mr., General Court, Supreme Judicial Court, Court of Sessions, Probate Court, Natural History Society, Essex Teacher's Association, Young Ladies' Beneficiary Society, The American Institute of Instruction.

116. Words of importance in any covenant or agreement, in the heads or divisions of any discourse or composition, and the first word of a complete example, should begin with capitals. Examples of single words may begin with small letters.

EXAMPLES FOR CORRECTION.

Murray's english grammar is held in high repute. Webster's dictionary contains the definitions of words according to modern usage. Worcester's dictionary is the new england standard for orthography. rome was founded by romulus. Lord bacon says, "knowledge is power." Plato says, "a man is known by the company he keeps." Is the word italian a common or proper noun? new york is the largest city in america. The supreme court of the united states is composed of seven judges. massachusetts contains the most inhabitants on a square mile. methuselah died at the commencement of the flood. his name means emission, or pouring forth of many waters. Charles's resignation filled all europe with astonishment. Doth not wisdom cry? And understanding put forth her voice? gratitude is thankfulness to benefactors for favors received. Thomas jefferson wrote the declaration of american independence. his excellency the governor of vermont declines a re-election. o! virtue, How amiable thou

art! Dear sir,—i have received your note, and i will attend to your request immediately.

“A modest Acorn! never to tell
what was enclosed in her simple shell,—
that the pride of the forest was then shut up,
within the space of her little cup!”

SECTION XI.

The american institute of instruction first convened at boston. The essex county natural history society was instituted A. D. 1833. Should the word indian begin with a *capital* or *small* letter? The white mountains are in new hampshire. Some of the names of deity, are, god, jehovah, most high, creator, lord, almighty, supreme being. Chief justice parsons discharged the duties of his office in an able and efficient manner. General george washington was the first president of the united states of america. The andes mountains extend the whole length of south america. The congress of the united states is composed of a senate and house of representatives. The British parliament has a house of lords and a house of commons. New york, philadelphia, and baltimore, are american cities. The new england States are, maine, new hampshire, vermont, massachusetts, rhode island, and connecticut. New York, new Jersey, pennsylvania, and delaware, are called middle States. the distance across the atlantic Ocean is three thousand miles; across the pacific, ten thousand. the titles of books are printed in Capitals Throughout. their Principal Divisions or Heads should be Printed in Capitals. Solomon says, “train up a child in the way he should go; and when he is old, he will not depart from it.” i think myself happy, king agrippa, because i shall answer for myself this day before Thee concerning all the things whereof i am accused by the jews.

“all fools still have an itching to deride,
and fain would be upon the laughing side.”—*pope*.

SECTION XII.

The religion of the jews is called judaism. the roman catholics acknowledge the supremacy of the pope. clovis was the founder of the french monarchy. The four grand Divisions of the earth are, europe, asia, africa, and america. Saturday is the jewish sabbath. january begins the year. Antoninus pius, the roman emperor, was frequently heard to say,—“that he more desired the preservation of one subject, than the destruction of a thousand enemies.” In The days of Joram King Of Israel, Flourished The Prophet Elisha. When aristotle was asked, ‘What a man could gain by telling a falsehood,’ he replied, “not to be credited when he speaks the truth.” Agesilaus, king of sparta, being asked, ‘What things he thought proper for boys to learn,’ answered, “those which they ought to practise when they become men.” O liberty! o sound once delightful to every roman ear! o sacred privilege of roman citizenship!—Once sacred!—Now trampled upon! Italy has the kingdom of naples, including sicily, in the south, the roman states in the middle, and the grand duchy of tus-

cany next. In the northwest, are the duchies of modena, parma, and lucca, and the kingdom of sardinia, which includes the island of sardinia. The lord whom ye seek shall suddenly come to his temple. "But who may abide the day of his coming? who shall stand when he appeareth? for he is like a refiner's fire, and like fuller's soap, and he shall sit as a refiner and purifier of silver."—*Mal.* 3, 1-2. coos is a small island in the mediterranean Sea near the southwest point of asia minor. Hippocrates, the famous physician, and appelles, the eminent painter, were natives of this island. It is now called stancore.

"a moral, sensible, and well-bred man will not affront me, and no other can."—*cowper.*

"In words as in fashions, the same rule will hold, alike fantastic, if too new or old; Be not the first by whom the new are tried, nor yet the last to lay the old aside."—*pope.*

PART II.

ETYMOLOGY.

When a scholar commences the study of Grammar, it is intended that he shall begin with LESSON II; and that he shall defer LESSON I, until he shall have learned and applied several of the succeeding LESSONS.

LESSON I.

1. Etymology explains the various modifications (*a*) of the parts of speech, their classification, and the derivation of words from their primitives.

2. The advantages resulting from a knowledge of Grammar are many and great. It enables us to know better how to spell, to understand better what we read, and to express ourselves better in conversation and in writing composition.

3. "Words are either primitive or derivative, simple or compound."

4. The word *primitive* is derived from the Latin word *primus*, which means *first*. A primitive or simple word is a word that is made first; one that is derived from no other word in the language.

a Changes of form to express person, number, gender, case, mode, or tense.

5. A derivative or compound word is a word that is derived from a primitive or first word, or one that is resolvable into two or more simple words.

6. Distinct Compounds are joined together by a hyphen; as, *short-sighted*, *sing-song*, *son-in-law*.

7. Permanent Compounds coalesce, and omit the hyphen; as, *penknife*, *bookbinder*. The hyphen is also omitted where nouns are used adjectively; as, *sea weed*, *meadow ground*.

8. Many words which are primitives in the *English* language, are compounds in other languages; as, *prefix*, *conjoin*, *superscribe*.

Remark. *Hard* is a primitive or simple word; *hardness* is a derivative word; and *hard-hearted* is a compound word.

Questions.—What is Etymology? The meaning of modifications? What are the advantages resulting from a knowledge of Grammar? Repeat 3? From what is the word *primitive* derived? What is a *primitive* word? A *derivative* word? What is said of *distinct* compounds in 6? Of permanent compounds in 7? Of the omission of the hyphen? What remark in 8? What kind of word is *hard*? *Hardness*? *Hard-hearted*? *Good*? Why? *Goodness*? *Obedy*? *Studying*?

LESSON II.

NOUN.

Explanations.—Supposing a class of scholars about to commence the study of Grammar, after calling them out and arranging them in proper order, I should first request their attention. I should then say to them, you are now entering upon a very useful and interesting study, especially if it is *rightly* taught and *well* understood. If you understand *Grammar* well, you will know much more about the *meaning* of words, and how they are connected with one another; you will know how to use words *correctly*, and to spell them *properly*. Every young gentlemen and lady ought to know how to spell well and to use words correctly. I will endeavor to tell you something about Grammar, if you will try to remember all I say. I shall teach you only one thing at a time. You must first understand that and apply it before I teach you another. You are to apply all the knowledge which you may obtain, at every step of your progress; and, at the same time, you are to be putting in practice what you have previously learned. Whatever we have in our mind when we think, is called an idea. Whatever we say when we tell what we think, is called language. There are many languages in the world. The language which we speak is called the English language. We are mostly the descendants or children of Englishmen, and, consequently speak the same language that our fathers spoke. The grammar of our language is called English grammar. The English language probably contains seventy or eighty thousand words. Most of these have a different meaning but not a different

use. To ascertain their use, we divide them into classes; these classes are called parts of speech. Part means division; speech means language. The first class of words which we shall explain, is the noun. This is the most ancient and the most important part of speech. The word *noun* means *name*. Every word which is the name of any thing, is a noun. The names of persons, places, things, and also of animals, are nouns. John is the name of a person, Boston is the name of a place, book is the name of a thing, and horse is the name of an animal. John, Boston, book, and horse are nouns. You will mention the names of several things in the room, and tell me what you call them, and why. Parsing is dividing into parts, or telling the parts of speech according to grammatical rules and definitions. I will now give a *definition* of the noun, which you must get so well that you will be able to say it with your book shut without making any mistake. After having learned this definition, you will find all the nouns contained in the *examples*, which succeed the definition of the noun. You will find nothing, except the noun, for your *first* lesson. Read the *form of parsing* before the examples; parse or mention all the other nouns in the parsing examples, in the same manner that you do the word in the form of parsing. Let the word there parsed, be a hook, on which you may suspend all other nouns. Each new lesson will be explained by your teacher before he gives it out. Your teacher will ask you, when you say a word is a noun, *why* it is a noun. He will also ask you the *same* question when you call a word a noun, which is *not* a noun. When you discover your mistake and say it is *not* a noun, he will say, 'Why not?' The exercise of *why* and *wherefore*, will enable you more easily to *see* your mistake and *correct* it. *Subjoin* means *add at the end*. I shall subjoin a few questions to the examples, which you will answer when you attend to parsing. You will learn the questions subjoined, and all others which your teacher may ask, so as to answer them readily and promptly. You will not seek aid, at present, from any other source, except from the explanations and definitions given in your Grammar, and from your teacher. The words in the *forms of parsing* in this book are selected from the succeeding *parsing examples*, and will be distinguished by *Italic*, or leaning letters.

DEFINITION.

9. A NOUN* is the name of any person, place, or thing, that exists.

10. The name of any thing that we can see, hear, feel, taste, or smell is a noun. (*b*)

FORM OF PARSING.

Book is a noun, because it is the *name* of something.

Examples.—John has a *book* in his hands. Lynn is nine miles from Boston, the metropolis of New-England. It is distinguished for the manufacture of women's shoes, and for the industry of its

* Noun is used in preference to substantive, for the sake of conciseness. Substantive is from the Latin word *substantia*, a substance.

b The five human senses are, seeing, hearing, feeling, tasting, and smelling.

inhabitants. Washington is the capital of the United States. The sun shines during the day, and the moon during the night. Our teacher has a desk, with pens, ink, quills, paper, pencils, folder, and a knife upon it.

Questions.—What will be the benefit of understanding Grammar well? What ought every young gentleman and lady to know? What are you to learn at a time? What is next said? What is that called which we have in our minds when we think? When we express what we think? Are there many languages in the world? What is our language called? Why do we speak the English Language? What is the grammar of our language called? How many words does the English language probably contain? Do all words have the same meaning? How do we ascertain their use? What are these classes called? What does *part* mean? *Speech*? What is the most important part of speech? What does the word *noun* mean? What is every word called which is the name of any thing? Can you mention the name of a person? Of a place? Thing? An animal? What is parsing? What directions do you find about parsing? What does *subjoin* mean? What is said about answering the questions subjoined? From what are the words in the forms of parsing selected? First definition of the noun? 9. Second? 10. How many human senses are there? What are they? What is the definition of a word? *Ans.* The meaning of it. Why is *noun* preferable to *substantive*? From what is *substantive* derived? What is its meaning?

LESSON III.

ABSTRACT NOUNS.

Explanations.—In this *lesson*, I shall introduce and explain a class of nouns which are more difficult to be learned than those in the *preceding lesson*. A part of these, I shall assist you in remembering by their terminations or endings. To enable you to distinguish those nouns which have no uniform termination, permit me to mention another definition of the noun. Noun is the term by which we distinguish any thing supposed to exist, whether material or immaterial. A material substance is one that fills space. An orange fills space, and is, therefore, a material substance. Soul, virtue, and goodness, do not fill space, and are, therefore, immaterial. Still, we know they are nouns, because they have existence, and because they make sense of themselves without associating them with any other words. We never saw a thought, but we know that we have one occasionally in our head, and that the name of it must be noun. We cannot see mind or spirit, but we know that such things do exist, and that they are nouns. Knowledge, whiteness, pride, and temperance, which are the names of immaterial things, are, also, nouns. Grammarians usually call the names of qualities abstract nouns. *Abstract* means *drawn from* or *separate*. An adjective without its noun is an *abstract* term; as, *good, one, two, three*. An adjective with its noun is a *concrete* term; as, *good men, one man, two boys, three girls*. Concrete is from the Latin word *concretus*, and signifies the union of distinct particles. Most abstract nouns are formed from adjectives or verbs. Some, however, come from words in other languages, as, *virtue* from the Italian word *virtù* or the Latin *virtus*. They are the names of those qualities which are indicated by the adjective or verb from which they are deriv-

ed. The name of the quality indicated by prudent, is prudence; by temperate, is temperance.

You will find all the nouns in the *parsing examples*, and give the reasons why they are nouns, as I have done in the *form of parsing*.

11. Words ending with *ion*, *ness*, *ny*, *ty*, *cy*, *ce*, and *ment*, are usually nouns. A noun will also make good sense with any of the articles, *a*, *an*, or *the*, before it.

FORM OF PARSING.

Union is a noun, because it is the *name* of something. You can remember it, because it ends with *ion*.

Examples.—*Union*, tranquility, and peace, promote the prosperity and happiness of a nation. Vanity is the mother of ostentation. Fluency and flippancy are not always an indication of mental cultivation. Improvement depends on application. Testimony is the solemn declaration of a witness; the effect of that declaration on the mind, is called evidence. Education is the formation of manners—instruction. *Dr. Webster*. Antimony, acrimony, and ceremony, accent the first syllable.

Questions.—How are you assisted in remembering some nouns? What other definition of the noun do you find? What is a *material* substance? Give an example? *Immaterial*? Why are they nouns? Mention the names of some immaterial things? What are such nouns usually called? Why are the words conscience, magnificence, or caution, nouns? The meaning of abstract? What is an adjective *without* its noun? Give an example? What is an adjective *with* its noun? Give an example? From what is concrete derived? What does it signify? From what are most abstract nouns formed? What is said of virtue? Of what qualities are they the names? What is the name of the quality indicated by prudent? By temperate? What directions are given respecting your parsing lesson? Repeat 11? How can you remember whether testimony is a noun?

LESSON IV.

ARTICLE.

Explanations.—We will now proceed to explain another part of speech, called the *article*. It will be easily remembered, because it consists of only three words, *a*, *an*, and *the*. The article is used to specify nouns, and also to limit their meaning. *A* and *an* are the same article. Their only difference arises from the manner in which they are used. Letters are divided into vowels and consonants. The vowels are *a*, *e*, *i*, *o*, and *u*. *An* should be used before words beginning with any of these letters, or with a silent *h*. *Silent* means having no sound. *A* should be used before all the other letters in the alphabet, when they begin a word. *W* and *y* are consonants when they begin a word, or come before a vowel in the same syllable; as in the word swim. In all other situations they are vowels; that is, when they assume the sound of any one of the vowels, *a*, *e*, *i*, *o*, or *u*. All the letters in the alphabet, except *a*, *e*, *i*, *o*, *u*, *w*, and *y*, are consonants. *A* or *an* is called the *indefinite* article, and usually means *one*. *In*, when entering into the composition of words, frequently means *not*. *In*—

consistent means not consistent ; indefinite, not definite. Definite means particular. *The* is called the *definite* article, and has pretty nearly the meaning of *this*, *that*, *these*, or *those*. The scholar, after having learned what is said of the article and its definitions, will find all the *nouns* and *articles* in the parsing examples. He will observe the form of parsing, and answer the questions subjoined.

12. The words, *a*, *an*, and *the*, are called articles.

13. An Article is a word placed before nouns, to limit, define, or modify their meaning.

14. *A* or *an* is called the *indefinite* article, *the* is called the *definite* article.

FORM OF PARSING.

The is an article, placed before the noun *sky*. Repeat 13.

Examples.—*The* sky is blue. An orange is yellow. The earth is round. An apple is round. The ears are the organs of hearing. An hour contains sixty minutes. A mountain is a high hill. An article points out its noun. A day contains twenty-four hours. A moment of time is soon passed.

Questions.—What is the subject of the present lesson ? Of how many words does it consist ? Name them ? What is the use of the articles ? Are *a* and *an* the same article ? In what does their difference consist ? How are letters divided ? Which are the vowels ? When should *an* be used ? The meaning of silent ? When should *a* be used ? When are *w* and *y* consonants ? When vowels ? What letters are consonants ? What is *a* or *an* usually called ? What does *a* or *an* mean ? The meaning of *in* in composition ? The meaning of *indefinite* ? Of *definite* ? The meaning of *the* ? What are we to find in the parsing examples ? What words are called articles ? What is an article ? What is *a* or *an* called ? *The* ?

LESSON V.

ADJECTIVE.

Explanations.—Having explained the noun and the article, this lesson will be devoted to the adjective. You have been taught that nouns are the *names* of things. Other words are frequently joined or added to nouns to modify their meaning. These words are called adjectives. Adjective means *joined to*. Because it is added to a noun, some grammarians call it an *adnoun*. Bonnet is the name of something worn on the head. To tell what kind of bonnet it is, we add or join to it such words as will best answer our purpose. We may call it a new bonnet, an old bonnet, a black bonnet, a white bonnet, a fashionable bonnet, or a handsome bonnet. We call one apple sweet ; another, bitter ; one, red ; another, yellow. These words added to the nouns bonnet and apple, are called adjectives. A noun will make good sense alone ; an adjective will not make good sense without joining it to a noun. Adjectives of quality are the most numerous. "They show what kind of person or thing is denoted by the noun to

which the adjective belongs." *Quality* is from the Latin word *qualis*, which means *of what kind*. Adjectives that express number, such as *one, two, ten*, are called numeral adjectives. To these may properly be added definitive or specifying adjectives. *This, that, these, those, each, every, either, some, other, such*, and some others, are definitive* or specifying adjectives. The articles *a, an, and the*, are properly specifying adjectives. Most words ending with *ble, ful, ous, or less*, are adjectives. Adjectives are sometimes placed before the nouns to which they belong, and sometimes after them. They are generally placed *after* pronouns. Adjectives belong to pronouns, as well as nouns, because pronouns are used instead of nouns, or are their representatives. The pronoun will be explained in the next lesson.

15. "An Adjective is a word joined to a noun or pronoun," and usually expresses a quality of the thing named.

16. Adjectives, that do not express quality, generally limit, define, or modify the meaning of the nouns or pronouns to which they belong.

17. Any word that will make good sense "by placing it before a noun, is an adjective."

18. "When an adjective ends with *nt*, it becomes a noun by changing the *t* into *ce* or *cy*." Some adjectives become nouns by subjoining *ness*. *Find all the nouns, articles, and adjectives.*

FORM OF PARSING.

That is an adjective, because you can place it before a noun. and the expression will make sense. You can say *that man, that boy*. *Indolent* is an adjective for the same reason. It becomes a noun by changing the letter *t* into *ce*. The noun thus formed is *indolence*.

Examples.—*That* man is capable. Air is invisible. Idle boys are *indolent*. Careless boys are negligent. Industrious men are useful. Temperate persons are healthy. A diligent man may become intelligent and respectable. Open flowers are beautiful. Pernicious company is dangerous. This peach is ripe. These pears are sweet. The deportment of those boys was commendable. All children are playful. A dutiful and obedient child will enjoy a prosperous manhood. God is omnipotent, omniscient, and omnipresent.

Chair, three, some, such, forty, pen, each, same, six, vigilant, other, evident, careful, ignorant, flippant, fluent, solvent, silent, current, constant, distant, prurient, competent, magnificent.

Questions.—How many parts of speech are you to find in this lesson? What words are added to nouns to modify their meaning? What does adjective mean? What do some grammarians call it? Why? What are all words called which are added to nouns to describe them? What part of speech will make good sense alone? How will an adjective make good sense? What kind of adjectives is most numerous? What do adjectives of quality show.

* Whenever the *definitive* adjectives are used instead of nouns or to represent them understood, they are called pronouns or substitutes.

From what is quality derived? What are adjectives that express number called? Mention two or three numeral adjectives? What other adjectives may properly be added? Name a few specifying adjectives? What other words are properly specifying adjectives? What are most words ending with *ble*, *ful*, *ous*, and *less*? How are adjectives placed with regard to nouns? Are they placed before or after pronouns? Why do adjectives belong to pronouns as well as nouns? What is an adjective? What is said of adjectives that do not express quality? How can you tell whether a word is an adjective? How does an adjective ending with *nt* become a noun? How do some other adjectives become nouns? Form nouns from good? * bad? soft? hard? lame? safe? thoughtful? wishful? What is diligent? Why? How do you make a noun of it?

LESSON VI.

PRONOUN.

Explanations.—We will now introduce another part of speech called the pronoun. In the parsing examples, you will find all the pronouns, adjectives, articles, and nouns. You will also tell what nouns the pronouns represent. You will attentively observe the form of parsing; and *all* the forms of parsing which may hereafter precede the parsing examples. You will find a form of parsing before all the succeeding examples, whenever one shall be needed. *Pro* means *for*, or *instead of*. A pronoun is used for or in the place of a noun,—to prevent repeating the noun. In the following sentence, ‘Henry obeys his teacher, he loves his parents, and he is kind to his associates,’ were there no pronouns we should be obliged to repeat Henry several times; and the sentence would read thus; Henry obeys Henry’s teacher, Henry loves Henry’s parents, and Henry is kind to Henry’s associates. This repetition is very unpleasant to the ear, and is prevented by using the pronouns, *he* and *his* instead of Henry. Nouns and pronouns have four properties,—PERSON, NUMBER, GENDER and CASE. Each of these properties will be explained in *future Lessons*, in which they will occupy a distinct place; and are not to be named in parsing the examples of *this Lesson*. *Case* means *situation* or *condition*. Nouns and pronouns occupy different situations in sentences. They are sometimes agents and sometimes objects. When they are agents, actors, or doers, they are said to be in the nominative, or governing case; when objects, they are said to be in the objective case. Ezra studies grammar. Ezra is the *actor*, or *doer*, and is in the nominative case. Grammar is the *object*, or *what* Ezra studies, and is, therefore, in the objective case.

Pronouns possess the same properties that nouns do, because they are used instead of nouns.

19. “A pronoun is a word used instead of a noun.”

20. “Nouns and pronouns have THREE CASES,—the NOMINATIVE, POSSESSIVE, and OBJECTIVE.”

* The *interrogative* form is preferred, because it is more intelligible to the scholar, and may be understood to be an ellipsis of “Will you form nouns from good, bad, and the like?”

21. "To decline a noun or pronoun, is to name the three cases" and their variations, to express person and number.

22. DECLENSION OF THE PERSONAL PRONOUNS.

FIRST PERSON.

<i>"Singular.</i>		<i>Plural.</i>
Nom. I,		we,
Poss. my, or mine,		our, <i>or</i> ours,
Obj. me;		us.

SECOND PERSON.

<i>"Singular.</i>		<i>Plural.</i>
Nom. Thou <i>or</i> you,		ye, <i>or</i> you,
Poss. thy, <i>or</i> thine,—your <i>or</i> yours,		your, <i>or</i> yours,
Obj. thee, <i>or</i> you;		you.

THIRD PERSON.

<i>Singular.</i>			<i>Plural.</i>
Mas.	Fem.	Neuter.	Common.
Nom. He,	she,	it,	they,
Poss. his,	her, <i>or</i> hers,	its,	their, <i>or</i> theirs,
Obj. him,	her,	it,	them."

Find the nouns, articles, adjectives, and pronouns.

FORM OF PARSING.

She is a personal pronoun, used instead of *Mary*. A pronoun is a word used instead of a noun.

Examples.—*Mary* attends to her studies; *she* improves her time. The boys omitted their recitations; they did not prepare them. *John* loves his studies; he has long lessons, and he remembers them. The Bible is the best of books; it should be read by all persons. Young gentlemen, never waste your time. Knowledge will qualify you for the business of life. It can be obtained only by application. "Nathan, the prophet, said unto David, Thou art the man." 'Unto thee, O man, I call, and my voice is unto the sons of men'.—*Bible*.

Questions.—What parts of speech are you to find in this lesson? What are you to observe attentively? What will you hereafter find? What does *pro* mean? For what is a pronoun used? Why? What noun do *he* and *his* represent? How many properties have nouns and pronouns? Name them? What does case mean? When are nouns or pronouns in the nominative case? When in the objective? In the sentence, 'Ezra studies grammar,' which is the agent? Which is the object? Are person, number, gender and case to be mentioned in this lesson? When? Why do pronouns possess the same properties that nouns do? What is a pronoun? How many cases have nouns and pronouns? What is it to decline a noun or pronoun? Decline the personal pronouns? How many pronouns of the first person? Of the second person? Of the third person? Name the corresponding objective case of *I*? *we*? *thou*? *ye*? *he*? *she*? *it*? *they*? The possessive case of *I*? *we*? *thou*? *ye*? *he*? *she*? *it*? *they*?

LESSON VII.

VERB.

Explanations.—The verb and the noun are the most important parts of speech. All the other parts of speech are modifiers, substitutes, or connectives. No sentence or proposition can be complete without a verb and its nominative case, or agent, which is usually a noun or pronoun. These two words, 'fire burns,' make a complete sentence, being composed of the noun *fire* and the verb *burns*. The verb expresses what the agent, actor, or nominative case does, and means 'to do or perform something.' The watch ticks. The word *ticks* tells what the noun watch does, and is consequently a verb. You can easily distinguish all verbs by the definitions, which I shall give you. The verb *be* or *am* on account of its irregularities is more difficult to be remembered than any verb in the English language. The principal parts of the verb *be* or *am*, are, *be*, *am*, *art*, *is*, *are*, *was*, *wast*, *were*, *wert*, and *been*. Including the participle *being*, this verb has only eleven different words. The verb to *be* means to *exist*. 'I *am*,' means 'I *exist*.' 'I *was*,' means 'I *existed*,' or, 'did exist.' Find the verbs in the parsing examples, and all the parts of speech which you have already learned.

23. A verb is a word which signifies *to be*, *to act*, *to impart action*, or *to receive it*.

24. Any word that will make sense by placing *I*, *thou*, *he*, *it*, or *they* before it, is a verb.

25. Any word that tells what an agent or actor does, is a verb.

FORM OF PARSING.

Opens is a verb, because it tells what humility does, or because it makes good sense with the word *it* before it. It opens.

Examples.—Humility *opens* a high way to dignity. Hope animates us. Kindness enlivens us. Affection wins us. Study expands the mind. Columbus discovered America. Good scholars love their school, behave well while in it, attend to their studies, obey their teachers, and cheerfully submit to their regulations. George keeps his book clean. He does* not soil it. Birds fly. Fishes swim. Food is necessary. Chaises are convenient. A man was drowned. The pirates were captured. Am, has, lighted, went, saw, buy, burned, his, try, worked, drowned, consistent.

Questions.—What new part of speech does this lesson contain? What are the most important parts of speech? What are the others? What is necessary to make a complete sentence? Of what are these two words, 'fire burns,' composed? Can a sentence be complete without a verb and its nominative case? What does the verb express? What does it mean? What does tick express or tell? What is it? Why? How will you be able to distinguish all verbs? Why is the verb *be* or *am* difficult to be remembered? Name the principal parts of *be* or *am*? Of how many different words is it composed? What does the verb *to be* mean? 'I am?' 'I was?' What directions do you find

*Pronounced *duz*.

for parsing? What is a verb? First rule for telling whether a word is a verb or not? Second rule? Why is opens a verb? were? came? is? placed? hid? desired? tasted? go? held? found? granted? journeyed?

LESSON VIII.

ADVERB.

Explanations.—*Adverb* means to a verb; and is so called, because it is frequently added or joined to verbs. Adverbs describe, qualify, or modify the meaning of verbs in the same manner that adjectives do nouns. When a word modifies the meaning of a noun or pronoun, it is an adjective. When it modifies the meaning of a verb, it is an adverb. William carefully observed the directions of his teachers. *Carefully* modifies the meaning of the verb *observed*; it expresses the manner of observing, and will answer the question *how*? *Carefully* is, therefore, an adverb. Grammarians class adverbs according to their use. Adverbs of manner, time, and place, occur the most frequently. Most adverbs ending with *ly* are adverbs of manner. Adverbs are frequently added to participles, adjectives, or other adverbs, as well as to verbs. Adverbs used in asking questions are called interrogative adverbs. In the sentence, ‘when did you see him?’ *when* is an interrogative adverb of time, and means *at what time*. The adverbs in most common use are resolved into other words, that the scholar may refer to them in parsing, and tell their meaning.

26. “An adverb is a word joined to a verb, a participle, an adjective, or another adverb, and usually expresses manner, time, place, degree,” or some other modification of meaning.

27. Adverbs may be resolved(*a*) into other parts of speech; as *here* means *in this place*; *how*, *in what manner*; *wisely*, *in a wise manner*, or *with wisdom*;^a *cheerfully*, *in a cheerful manner*.

ADVERBS OF MANNER.

28. Adverbs of manner will answer the question, *how*? Most adverbs ending with *ly* are adverbs of manner.

Thus, in this manner.

Well, in a proper manner.

So, in the same manner.

How, in what manner.

Note.—Resolve most adverbs ending with *ly* like *cheerfully*.

ADVERBS OF TIME.

Adverbs of time will answer the question, *when*? or *how often*?

Now, at the present time.

Ever, at any time.

Then, at that time.

Never, at no time.

When, at what time.

Seldom, a few times.

Hitherto, to this time.

Often, and frequently, } many times.

^a May be expressed by other words. To resolve means to separate the component parts of a compound substance.

Already, at this time.	Again, a second time.
Hereafter, in time to come.	Always, at all convenient times
Whenever, at whatever time.	Once, one time.
Soon, in a short time.	Twice, two times.
	Thrice, three times.

ADVERBS OF PLACE.

Adverbs of place will answer the question, *where? whither?* or *whence?*

Here, in this place.	Elsewhere, in another place.
Hither, to this place.	Anywhere, in any place.
Hence, from this place.	Nowhere, in no place.
There, in that place.	Somewhere, in some place.
Thither, to that place.	Everywhere, in every place.
Thence, from that place.	Wherever, at or in whatever place.
Where, in what place.	Yonder, at a distance.
Whither, to what place.	Homeward, towards home.
Whence, from what place.	Forward, towards a place before, or
Whithersoever, to what } place soever. }	in front.
	Backward, towards a place behind,
	or in the rear.
Downward, towards a } lower place. }	Upward, towards a higher place.

ADVERBS OF DEGREE OR COMPARISON.

Very, in a high degree.	Exceedingly, to a very great degree.
Much, in a great degree.	Excessively, in an extreme degree.
Little, in a small degree.	Sufficiently, to a sufficient degree.

ADVERBS OF REASON.*

Why and wherefore, for what reason. Therefore, for that reason.

29. Add *ly* to an *adjective*, and it becomes an adverb, as, fine, finely. Adjectives ending with *y*, change *y* into *i*, and add *ly*; as, busy, busily. Adjectives ending with *ble*, change *e* into *y*; as, able, ably.

Note.—Some participles become adverbs by adding *ly* to them; as, taunting, tauntingly; deserved, deservedly.

30. Some “nouns become adjectives by adding *ly*† to them;” as, friend, friendly; man, manly; love, lovely.

FORM OF PARSING.

Well is an adverb of manner; it modifies the meaning of the verb reads. It means *properly*, or *in a proper manner*, and answers the question *how?* *Closely* is an adverb. *Close* is an adjective; add *ly* to an adjective, and it becomes an adverb. *Manly* is an adjective. *Man* is a noun; add *ly* to a noun, and it becomes an adjective.

Examples.—Joseph reads *well*. Henry applies himself *closely* to his studies; his deportment is *manly*. Time flies *swiftly*.

* The adverbs will be noticed more particularly in the recapitulation.

† J. H. Tooke says *ly* originally meant *like*.

Whence did you sail? Whither are you bound? Where do you reside? When shall you visit Boston? I shall go thither tomorrow. † My brother will then meet me there. Samuel has already gone. Why do you now trouble me? A prudent man speaks cautiously. The governor received us cordially; he treated us kindly. We shall soon leave town. Go, earthly, here, hither, see, courtly, twice, heavenly, formerly, stopped, ever, monthly, godly, betimes, friendly, properly, once, thrice, rarely, yearly, never, seldom, often, frequently, certainly, daily, trimmed, purely, quarterly, princely, hereafter, neighborly, orderly, novelty. (d)

Questions.—What does *adverb* mean? Why so called? How does it modify the meaning of verbs? What do you call a word when added to a noun? When added to a verb? Why is *carefully* an adverb? How are adverbs classified? What kinds of adverbs occur the most frequently? To what else are adverbs frequently added beside verbs? What are adverbs used in asking questions called? What is *when* in the sentence, 'when did you see him?' Why are some adverbs resolved into other words? Resolve one or two adverbs. What is an adverb? Into what may adverbs be resolved? What will adverbs of manner answer? What are most adverbs ending with *ly*? Like what do you resolve most adverbs ending with *ly*? What will adverbs of time answer? Adverbs of place? Resolve one or two adverbs of degree? Of reason or cause? Add *ly* to an adjective, what does it become? How do adjectives ending with *y* become adverbs? Those ending with *ble*? How do some participles become adverbs? Add *ly* to a noun, what does it become? What did *ly* originally mean? What does *to resolve* mean? *Novelty*? *Novel*? The noun *novel*?

LESSON IX.

MORE ADVERBS.

Remark. Words ending with *prepositions* are adverbs. The principal prepositions in use may be found in the next lesson.

31. To *prefix* means to *place before*. *Prefixed* means *placed before*. A noun with the letter *a* prefixed to it becomes an adverb.

32. "Words ending with *fore*, *ward*, *wise*, or *ways*, are adverbs."

33. The words *forth*, *fain*, *quite*, *out*, *yes*, *yea*, *nay*, *not*, *too*, *needs*, *rather*, *perhaps*,* *as*, *very*, *almost*, *ago*, *stark*, *unawares*, and *together*, are adverbs. *Not* is a *negative* adverb, or adverb of *negation*. *Fain* means *gladly*. *Needs* means *necessarily*.

FORM OF PARSING.

Excessively is an adverb; it modifies the meaning of the adjective *warm*. *Ashore* is an adverb. The noun *shore*, with the letter *a* prefixed to it, becomes an adverb. *Thereby* is an adverb. It can be remembered, because it ends with the preposition *by*.

d Novelty means *newness*. The adjective *novel* means *new*. The noun *novel* means *something new*.

* *Hap* means *chance*; *haps*, *chances*; *perhaps*, *by chances*.

† 596.

Examples.—The weather is *excessively* warm. A vessel ran *ashore* a few days ago. James wrote too fast.* The winters of Greenland are intensely cold. I was agreeably surprised. I am now quite busily engaged. He must needs go through Samaria. Edwin recites very correctly. Our determinations should not incline us downward, but onward, forward, and upward. Agreeable, busy, busily, thereby, as, fourthly, away, mannerly, wherein, whereby, timely, anywhere, forth, hourly, backward, nightly, heretofore, amen, elegantly, apart, rather, ahead, therefrom, afoot, always, abed, fain, elsewhere, aside, otherwise, hitherto, wherefore, sideways, likewise, so, nowhere, aground, homeward, afloat, therefore, fifthly, perhaps, thus, whereon, somewhere, yes, forthwith, thirdly, extempore,† unawares, again,‡ how, hence, thence, everywhere, sometimes, conclusion

Questions.—What are words ending with prepositions called? The meaning of *to prefix*? *Prefixed*? What does a noun with a prefixed to it become? What are words ending with *fore*, *ward*, *wise*, or *ways*? Repeat 33. How does *ashore* become an adverb? How can you remember that *thereby* is an adverb?

LESSON X.

PREPOSITIONS.§

Explanations.—The word preposition is composed of the Latin word *positio*, which means *place*, and the Latin preposition *prae*, which means *before*. The preposition is so called because it is usually placed before the words which it governs. The words which prepositions govern are objects, or in the objective case. A knowledge of the prepositions will enable you to read correctly. Scholars very often put too much stress on them, especially in reading poetry. Most of the prepositions are printed in rhyme, that they may be more easily learned. Find the nouns, articles, adjectives, pronouns, verbs, adverbs, and prepositions.

34. "A preposition is a word used to express the relation between some other word in a sentence and the objective case which it governs."

35. *Prepositions in Rhyme.*

Below, above, about, amidst;
Within, without, between, betwixt;
Before, behind, around, beyond;
Beneath, beside, until, upon.
For, towards, unto, after;
To, from, over, under;
With, by, into, during;
On, through, notwithstanding.
In, at, across, against;
Of, since, amid, amongst;

* Fast is an adverb, and means rapidly.

† An adverb. Pro. ška-tēm/po-rěš.

‡ Pro. ūh-gěn'.

§ Prepositions always govern nouns or pronouns.

Up, down, along, athwart ;
Till, underneath, throughout.

Off, besides, among, respecting ;
Round, aboard, toward, concerning,
are sometimes prepositions.

FORM OF PARSING.

Before is a preposition and governs me. (Repeat 34.)

Examples.—A book lies *before* me on the table. Your cane leans against the post in front of the house. The moon revolves around the earth, and the earth revolves round the sun. The most direct way from Salem to Boston is over the turnpike through Lynn. Thomas walked with James beyond the valleys behind the hills. Several vessels are now off the coast. William will wait for John at the place appointed until night. A fox ran across the road, athwart the field. A drain is underneath the house. I shall ride by moonlight till midnight. A boy dropped his hat into the water.

Questions.—Of what is the word preposition composed? The meaning of *positio*? Of *prae*? Why is it so called? In what case are the words which prepositions govern? What benefit may be derived from a knowledge of prepositions? What do scholars often do in reading prepositions? What is a preposition? Repeat the prepositions in rhyme? Mention other words which are sometimes prepositions? What do prepositions always govern?

LESSON XI.

CONJUNCTION.

Explanations.—The word conjunction is compounded of the Latin word *junctio*, which means a *joining*,—and the Latin particle *con*, which means *together*; and means union, or joining together. It is used to join or unite either words or sentences. Four and five are nine. *And* means *add*. It adds or unites five to four, and is, therefore, a conjunction. It is usually called a copulative conjunction, on account of its being so much used to couple together words or sentences. Some conjunctions couple or connect sentences or members of sentences only. When a sentence contains one subject, or nominative case, and one verb, it is called a simple sentence. When a sentence contains more than one nominative case, and more than one verb, it is called a compound sentence. Compound means made up of more parts than one. A Christian is happy, because he is good. ‘A Christian is happy,’ is one simple sentence; and ‘he is good,’ is another. Both these simple sentences make one compound sentence, being coupled together by the word *because*, which is, therefore, a copulative conjunction; each of them contains only one nominative case and one verb. *Finite* means *limited*. A finite verb is a verb that has a nominative case; that is, is ‘limited by number and person.’ *Because* is compounded of *be* and *cause*, and means the *cause is*.

36. A conjunction is a word used to connect sentences, members of a sentence, or single words.

37. *Conjunctions in Rhyme.*

"But, and, if, because ;
 Although, lest, whereas ;
 Whether, though, or, either ;
 Yet, unless, nor, neither."

Both is a conjunction when followed by *and*. *Than* is a conjunction of comparison. *Either* is a conjunction when followed by *or*, and *neither* when followed by *nor*.

FORM OF PARSING.

And is a conjunction ; it connects or adds geography to grammar. A conjunction is a word used to connect sentences, members of a sentence, or single words.

Examples.—Sarah studies grammar *and* geography. Both granite and gneiss* are composed of the same materials. Joseph went to Boston with his sister, but he returned without her. A difference exists between sienite and granite. In sienite, (a) hornblende takes the place of mica. I will go, if you will accompany me. Though he was frequently reprov'd, yet he did not reform. Henry is intelligent, because he has been industrious. You may either go or stay. Unless you hasten, you will not overtake him. That man can neither stand nor walk.

Questions.—Of what is the word *conjunction* compounded ? What does it mean ? For what is it used ? What does *and* mean ? What two words are joined together by *and* ? What kind of conjunction is *and* ? Why ? What do some conjunctions connect ? What is a simple sentence ? A compound sentence ? Give an example of each ? The meaning of compound ? What do both the simple sentences mentioned make ? By what are they coupled together ? How many verbs does each simple sentence contain ? The meaning of *finite* ? What is a *finite* verb ? Of what is *because* compounded ? What does it mean ? What is a conjunction ? Repeat the conjunctions in rhyme ? When is *both* a conjunction ? What kind of conjunction is *than* ? When is *either* a conjunction ? *NEITHER* ?

LESSON XII.

INTERJECTION.

Explanations.—All the parts of speech in the English language have been explained except the interjection. The word *interjection* means *thrown among*. It is interspersed among other words to express sudden or strong emotions. In parsing, the pupil will only tell what parts of speech the interjections are, without regard to government. The exclamation point is generally used after an interjection. An interjection is a perpendicular mark with a period under it.

38. "An Interjection is a word used to express emotion."

39. The principal interjections are O, oh, ah, hush, pshaw, poh, halloo, hoora, and alas.

* Pro. nēz/is.

a Pro. sý/en-ite.

40. "The nine parts of speech in the English language are the noun, article, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection."

FORM OF PARSING.

O is an interjection, expressing strong wish or desire. (Repeat 38.)

Examples.—*O!* that the Lord would guide my ways. Hush! you will wake your father. Ah! I am ruined. Alas! what will become of me?

Questions.—What does the word interjection mean? What do interjections express? What is said respecting parsing them? What point is generally used after an interjection? What is an exclamation point? What is an interjection? Name the principal interjections? How many classes of words or parts of speech in the English language? What are they?

LESSON XIII.

COMMON AND PROPER NOUNS.

Explanations.—Having explained all the parts of speech separately, we proceed to take up some of their properties. Proper and common nouns will first be noticed. *Proper* means *distinguishing*, or *particular*. *Common* means *general*, or *serving for the use of all*. Should I call up a class of young ladies and say, 'girl, bring me your book,' none of them would know whom I addressed, because *girl* is a name common to them all. Girl is, therefore, a common noun. But, should I say, Sarah Thoughtful or Rebecca Dowell will please to pass her book to me, each young lady would, at once, know whom I addressed. Sarah Thoughtful and Rebecca Dowell are particular names, given to distinguish them from the other ladies in the class; and are, therefore, proper nouns. The particular names which distinguish any person, place, river, vessel, individual, being or thing, and the like, from others of the same kind, are proper nouns. A proper noun is always in the singular number; that is, the particular name of an individual. When it becomes plural, it assumes the character and nature of a common noun. Boston is a proper noun, which distinguishes it from other cities. City is a common noun, because there are many cities in the world, and city is a name common to them all. Some nouns have no corresponding proper nouns. We can determine by the sense whether a noun is common or proper. Earth, when it means the soil of which our globe is composed, or the world, is a common noun; when it means one of the planetary bodies in the solar system it is a proper noun. A proper noun should begin with a capital, or large letter. "A common noun," except at the beginning of a sentence, or when it is a word of particular importance, "should begin with a small letter." Hereafter, in parsing, you will tell whether nouns are common or proper, and why.

41. "Nouns are divided into Proper and Common."

42. A proper noun is a particular name given to one

individual person, place, or thing, to distinguish it from all others of the same kind.

43. "The names of persons, places," rivers, lakes, streets, vessels, and the like, "are proper nouns."

44. "The names of the days of the week and of the months of the year are proper nouns, and should begin with a capital letter."

45. A common noun is a name that is common to all of the same kind, or species.

FORM OF PARSING.

Africa is a proper noun, because it is a particular name given to distinguish Africa from all other grand divisions of the earth. *Peninsula* is a common noun. *Roman* is a proper adjective.

Examples.—*Africa* is a *peninsula*. Monday is the second day of the week. March is the first month of the *Roman* year. January begins our year. Pennsylvania derived its name from William Penn. Massachusetts is the oldest state in New-England. George Washington was a native of Virginia. London is the metropolis of the British empire. A city is a large town. A county comprises several towns. New-York is situated on an island. Jesus spoke unto them in parables.

Questions.—What does the word proper mean? The word common? What kind of noun is *girl*? Why? Sarah Thoughtful? Rebecca Dowell? Boston? city? Why? What are those nouns called which distinguish one individual from all others of the same kind? In what number is a proper noun? What character does it assume when it becomes plural? When is a noun proper? When common? How can we determine whether a noun is common or proper? When is earth a common noun? When proper? Which most resembles an adjective, a common or a proper noun? With what kind of letter should a proper noun begin? A common noun? What direction for parsing? Into what are nouns divided? What is a proper noun? Repeat 43. Repeat 44. What is a common noun? Why is *Africa* a proper noun? Why is *Roman* a proper adjective? 345.

LESSON XIV.

PERSON.

Explanations.—The four properties of nouns and pronouns will be explained as was promised in a former lesson,—person, number, gender and case. *Person* is the topic of the present lesson. The speaker or person speaking is said to be the first person; the person addressed, or the hearer, is the second person; and any person of whom we may be speaking is the third person. *I* represents the first person; *you*, or *thou*, the second person; *he*, *she*, or *it*, represents the third person or thing spoken of. Young ladies, I wish you to attend to your studies. Ladies being addressed, is of the second person. *I* is of the first person, because it represents the speaker. Studies is of the third person, because we can converse about it. Things are represented as speakers, hearers, or as being spoken of, and have the property called person ascribed to them in the same manner that persons do. You will

name the person of the nouns and pronouns in the parsing examples.

46. Person is that property of nouns or pronouns which designates the speaker, the person or thing addressed, and the person or thing that is the topic of conversation.

47. "There are three persons,—the first, the second, and the third."

48. "The first person is the one that speaks," or the speaker.

49. "The second person is the one that is spoken to," or addressed.

50. "The third person is the one that is spoken of," or that is the topic of conversation.

FORM OF PARSING.

War is a common noun, of the third person, because we can speak of it.

Examples.—*War* causes great misery. Peace promotes universal happiness. A man without morality is like* a vessel without a rudder. Sir, will you please to mend my pen? Children, obey your parents. Damp air is injurious to health. We all hope for happiness hereafter. If you desire wisdom, observe the instructions of your teachers. I will return your visit shortly. Charles, bring me your grammar. He lived amidst numerous troubles.

Questions.—What is the topic of this lesson? Of what person is the speaker? The person addressed? The person spoken of? What person does *I* represent? *You* or *thou*? *He*, *she*, or *it*? Of what person is studies? Why? How are things represented? What new idea does your lesson contain? What is person? How many persons are there? Name them? The first? The second? The third? What kind of noun is war? Of what person? Why? Of what person is *we*? *he*? *I*? *your*? *sir*? Why? What does *like* mean? *

LESSON XV.

NUMBER.

Explanations.—Singular means one; plural, more than one. When we talk of one person or thing, the noun is in the singular number; when we talk of more than one, it is in the plural number. The word candle is singular, because it means but one. Candles is plural, because it means more than one.

51. Number is the distinction of *one* or of *more* than one, and includes all the modifications necessary to express this distinction.

52. "There are two numbers, the *singular* and the *plural*."

53. "The singular number expresses *one*."

54. "The plural number expresses *more* than one."

* An adjective. It means *similar*.

55. The plural number of nouns is generally formed by adding *s* or *es* to the singular.—*Murray*.

56. Nouns ending with *y* after a consonant, form their plural by changing *y* into *i* and adding *es*.

57. Nouns ending with *ay*, *ey*, *oy*, or *y* after a vowel, form their plural by adding *s* only.

58. Nouns ending with *o* after a consonant, add *es* in the plural ; but after a vowel, add *s* only.

59. The following nouns change *f* into *v* and add *es* or *s* only when the nouns end with *e*.

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
Beef,	beeves.	Leaf,	Leaves.	Thief,	thieves.
calf	calves.	sheaf,	sheaves.	wolf,	wolves.
elf,	elves.	shelf,	shelves.	wharf,	{ wharves.
half,	halves.	self,	selves.	knife,	{ wharfs.
loaf,	loaves.	staff,	staves.	life,	knives.
			staffs.	wife,	lives.
					wives.

Most other nouns ending with *f* add *s* only in the plural.

FORM OF PARSING.

Boys is a common noun, third person, *plural number*. It becomes plural by adding *s* to the singular. *Valleys* ending with *ey* or *y* after the vowel *e*, forms its plural by adding *s* only.

Examples.—The *boys* have learned their lessons. *Valleys* are spaces between hills or mountains. Delays are dangerous. The president performed his journeys with considerable expedition. Days and weeks often pass away without improvement. Two churches have been organized within the past year. The cargoes of both vessels were seasonably discharged. The attorneys acquitted themselves honorably. Boats called galleys are used in the Mediterranean sea. The qualities or properties of things determine their utility. The beauties of nature are admirable. Faithful are the wounds of a friend ; but the kisses of an enemy are deceitful.—*Bible*.

Questions.—What does singular mean ? plural ? Of what number is candle ? Why ? Candles ? Why ? What is number ? What does it include ? How many numbers are there ? What does the singular number express ? What does the plural express ? How is the plural of nouns formed ? How is the plural of nouns with *y* after a consonant formed ? Nouns with *ay*, &c. ? Nouns with *o*, &c. ? 59 ? The plural of beef, &c. ? Of most other nouns ending with *f* ?

LESSON XVI.

GENDER.

Explanations.—Masculine means male, feminine, female. *Neuter* is a Latin word, which means *neither*. Gender means kind. Gender belongs properly to the names of males or females only, but for the convenience of distinction, it is applied to words which are neither male nor female. Such words as parent, cous-

n, friend, or bird, which are either male or female, are of the common gender. We use the word common instead of saying, 'either masculine or feminine.' Those grammarians who discard the use of the *common gender*, occupy more space to get rid of it, than they would to use it.

60. Gender is the distinction of sex.

61. "There are four genders, the masculine, the feminine, the common, and the neuter."

62. "The masculine gender denotes males."

63. "The feminine gender denotes females."

64. The common gender denotes either males or females, or both males and females. (a)

65. "The neuter gender denotes neither males nor females."

FORM OF PARSING.

Governor is a common noun, third person, singular number, *masculine gender*; a noun, because it is the name of something,—common, it is common to all of the same kind,—third person, it is spoken of,—singular number, it means but one,—*masculine gender*, it is the name of a male.

Examples.—The *governor* of New-Hampshire is chosen annually. Parents feel a deep solicitude for the welfare of their children. Brothers and sisters should never disagree. An upright man will command esteem. The ruler of a kingdom is either a king or a queen. The wife of a duke is called a duchess. The women of Georgia in Asia are very beautiful. An empire is governed either by an emperor or an empress. The father is the natural head of a family. A mother's affection is ardent.

Questions.—What is the meaning of masculine? Feminine? Neuter? Gender? To what does gender properly belong? Why is it applied to words which are neither male nor female? Instead of what is the word common used? What is gender? How many genders are there? Name them? What does the masculine gender denote? The feminine? The common? The neuter? Give the reasons for parsing the word *governor*?

LESSON XVII.

CASE.

Explanations.—Having explained person, number, and gender, *case* will be introduced to your notice. There is an intimate connection between the nominative and objective cases and the verb; therefore, the verb will be frequently mentioned. Nouns and pronouns occupy different situations in a sentence; that is, they discharge different offices. They are sometimes agents and sometimes objects. In other words, they sometimes act and are sometimes the objects of action. *Case* is the term used to denote these different offices. The verb expresses the action imparted

a The noun *parents* denotes both males and females. The noun *parent* denotes either male or female.

or received. Nominative means leading or governing. Those words in a sentence which are agents or actors, being leading or governing words, are said to be in the nominative case. The possessive case will be explained in another lesson. Objective means having an object. Those words which receive the action, expressed by verbs are called objects, and are said to be in the objective case. Those verbs which act upon an object, or carry the action on to the object, are called active; and have two cases belonging to them, the nominative and the objective. The nominative case governs the verb; the objective case is governed by the verb, or is the object of the verb. Those verbs which limit the action to the subject or nominative case, and have no object or objective case, are called neuter. Neuter means neither. Verbs are divided into active, passive and neuter. Verbs which are neither active nor passive, are neuter. Passive verbs will be noticed in a future lesson. In the sentence, 'John studies grammar,' John is the agent, actor, or word which causes the action, and is in the nominative case; studies is the verb, because it tells what John does, or what is affirmed of John; it is active, because it acts upon the object grammar; grammar being the object of the verb studies, is in the objective case. The true manner of putting sentences together is called Syntax. Some of the succeeding lessons will combine the rules of syntax with etymological parsing. A grammatical rule is an established law, by which reputable usage regulates the correct use of language. A deviation from a general rule is called an exception. A violation of a grammatical rule is termed a grammatical error. The present lesson contains two Rules of Syntax, which are numbered to correspond with the same in Syntax. The nominative case governs or determines the number or person of the verb. If the nominative case is in the singular number, the verb must be in the singular number to agree with it. The nominative case will answer the question *who?* or *what?* The objective case will answer the question, *whom?* or *what?*

66. RULE I. The nominative case governs the verb in person and number.

67. RULE II. A verb agrees with its nominative case in person and number. (a)

68. Case is a change of termination or situation, to express the different relation of things to each other.

69. The nominative case denotes the subject of a verb, or the word which governs it.

70. The objective case denotes the object of a verb, a participle, or a preposition.

FORM OF PARSING.

Scholars is a common noun, third person, plural number, common gender, in the *nominative case*, because it is the subject, or

a. Or,—A verb is of the same person and number that its nominative is.

governs the verb *waste*. (Repeat 69 or 66.) *Time* is in the objective case, it being the object of the verb *waste*.

Examples.—Idle *scholars* waste *time*. Contentment promotes happiness. Active verbs govern the objective case. Prepositions govern the objective case. Vermont derived its name from the Green Mountains. Ridicule provokes anger. Thirteen states first constituted the American confederacy. Every patriot loves his country. Cæsar conquered Pompey. Romulus founded Rome.

Questions.—Do nouns sometimes occupy different situations in sentences? By what term, are these changes designated? What does nominative mean? Why so called? The meaning of objective? What are those words called which receive the action expressed by verbs? How many cases have verbs connected with them? What case governs verbs? What case is governed by verbs? What verbs are neuter? In the sentence, 'John studies grammar,' which is the agent or nominative case? Which is the verb? Which is the object of the verb, or the objective case? Why? What is the true manner of putting sentences together called? What is a grammatical rule? What is a deviation from it called? A violation of it? Of what number must the verb be? What will the nominative case answer? The objective? Repeat rule I? Rule II? What is case? The nominative case? The objective? Why is *scholars* in the nominative case? Why is *time* in the objective case?

LESSON XVIII.

POSSESSIVE CASE.

Explanations.—The possessive case denotes a possessor or owner, and implies ownership or possession. Ezra's cap. Who is the owner or possessor of the cap? Ezra. What is the thing possessed? Cap. The noun or pronoun in the possessive case, always belongs to the name of the thing possessed; or the noun which follows it, in the same manner that an adjective does when placed before a noun. Nouns and pronouns in the possessive case resemble adjectives in their nature and use. This belonging to the name of the thing possessed is called government. The possessive case ends differently from the nominative. This difference of ending is designated by an *apostrophe* and the letter *s* or an *apostrophe only*. An apostrophe is a comma placed over a word. The possessive case is resolvable into the *objective case* and the preposition *of*; as, *John's* book,—the book *of John*. His book,—the book *of him*. Turn to lesson 6 and see what it is to decline a noun or pronoun, and see how many cases they have. Review the personal pronouns, and decline them with the present lesson. The different cases of pronouns are distinguished by their spelling, and not by using an apostrophe. The Rules will be numbered to correspond with the same in Syntax.

71. RULE V. Nouns or pronouns in the possessive case, are usually governed by the noun, which follows them.

72. The possessive case denotes a possessor, and implies ownership or the possession of property.

73. The *sign* of the possessive case, is an apostrophe and the letter *s* added to a noun, or an apostrophe only.

74. The apostrophe is placed *before* the *s* in the singular number.

75. "In the plural number, when the nominative ends with *s*, the possessive case is formed by adding an apostrophe only,"—by placing the apostrophe after the *s*.

76. The apostrophe is placed before the *s* in plural nouns that do not end with *s*; as, 'The aldermen's meeting.

77.

DECLENSION OF NOUNS.

	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>Sing.</i>	King,	king's,	king.
<i>Plur.</i>	Kings,	kings',	kings.
<i>Sing.</i>	Man,	man's,	man.
<i>Plur.</i>	Men,	men's,	men.
<i>Sing.</i>	Lady,	lady's,	lady.
<i>Plur.</i>	Ladies,	ladies',	ladies.

FORM OF PARSING.

Webster's is a proper noun, third person, singular number, in the possessive case and is governed by *dictionary* by Rule V. It denotes a possessor, and implies possession.

Examples.—*Webster's* dictionary contains the improvements of the English language. The scholar's obedience met the teacher's approbation. The young ladies' modesty secured to them a lasting reputation. Man's destiny in life depends much upon his demeanor. A mother's counsel aids greatly the formation of her children's character. The boy's diligence in school presaged his future greatness. Parents' anxiety for their children's welfare surpasses conception. Peter's wife's mother lay sick of a fever.

Questions.—What does the possessive case denote? What does it imply? To what does a noun or pronoun in the possessive case belong? What does the possessive case resemble? What is the possessive case's belonging to a following noun called? Does the possessive end like the nominative? How is this ending designated? What is an apostrophe? Into what is the possessive resolvable? Resolve an example? What is it to decline a noun or pronoun? How many cases have nouns and pronouns? Decline the personal pronouns? How are the cases of personal pronouns distinguished? Repeat Rule V? What does the possessive case denote and imply? The sign of the possessive? Where is the apostrophe placed in the singular? Repeat 75? Repeat 76? Decline king? man? lady? Why is *Webster's* in the possessive case?

LESSON XIX.

COMPARISON OF ADJECTIVES AND ADVERBS.

Explanations.—Most adjectives in the English language admit what grammarians call the degrees of comparison. Some are used only in one or two degrees. The first degree is called the positive; the second, the comparative; the third, the superlative. Adjectives have no person, number, gender, nor case. Their on-

ly modifications are the degrees of comparison, which are differently expressed. Various degrees may be expressed by adverbs. When we speak of the mere quality of a thing, without comparing it with any other possessing the same quality, the adjective is said to be in the positive degree. When two things are compared with each other, the adjective is in the comparative degree. When more than two things are compared, the adjective is in the superlative degree. Positive means asserting; comparative, comparing; superlative, highest or lowest. One apple is sweet; another is sweeter; a third is sweetest. Sweet merely indicates the quality of the apple without comparing it with another of the same quality, and is, therefore, in the positive degree. Sweeter indicates a comparison between the second apple and the first, and is in the comparative degree. Sweetest indicates that the third apple exceeds all the other apples in sweetness, and is, therefore, in the superlative degree. One tree is tall; another, taller; a third, tallest. One man is prosperous; another, more prosperous; a third, most prosperous. One lady is amiable; another, more amiable; a third, most amiable. This comparing words with one another, constitutes what is called the degrees of comparison. Adjectives whose comparatives end with *er*, and whose superlatives end with *est*, and those which are compared by more and most, or less and least, are *regularly* compared. Every *regular* adjective susceptible of comparison, can be compared by *more* and *most*, or *less* and *least*.

78. "Adjectives have three degrees of comparison,—the positive, the comparative, and the superlative."

79. The positive degree denotes the simple form of the adjective without any variation of meaning.

80. The comparative degree increases or lessens the meaning of the positive; and denotes a comparison between two persons or things.

81. The superlative degree increases or lessens the positive to the greatest extent; and denotes a comparison between one and all other persons or things of the same kind.

82. The comparative degree of adjectives is formed by adding *er* to the positive, or *r* only when the adjective ends with *e*; or by prefixing *more* or *less*.

83. The superlative degree is formed by adding *est* to the positive, or *st* only when the adjective ends with *e*; or by prefixing *most* or *least*.

84. Adjectives ending with *y* after a consonant, change *y* into *i* before *er* and *est*.

85. Adjectives of one syllable ending with a single consonant after a single vowel, double the last letter before *er* and *est*; as, hot, fat, sad, wet, and thin.

86. Adjectives of one syllable, and some adjectives of two syllables, that are susceptible of comparison, are compared like high, wise, dry, or thin.

<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
High,	higher,	highest.
Wise,	wiser,	wisest.
Dry,	drier,	driest."
Thin,	thinner,	thinnest.

87. Most adjectives of two syllables, and all adjectives of more than two, are compared like excellent or studious.

88. RULE IV Adjectives belong to nouns or pronouns.

<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
Excellent,	more excellent,	most excellent.
Studious,	less studious,	least studious.

FORM OF PARSING.

Larger is an adjective,—pos. large, comp. larger,—in the comparative degree; it indicates a comparison between the countries, Asia and Europe. (Repeat 80.) It belongs to Asia. Repeat Rule IV.

Examples.—Asia is *larger* than Europe. New Holland is the largest island in the world. Dryden is the greater writer; Pope is the better poet.—*Dr. Johnson.* Europe is smaller than America. An honest man is the noblest work of God. Italy affords the most beautiful specimens of marble. The least sinful indulgence brings misery. Virgil is less animated and less sublime than Homer; but he has fewer negligencies, greater variety, and more dignity.—*Blair.*

Questions.—What do most adjectives admit? In how many degrees are some used? What is the first degree of comparison? the second? the third? What are the modifications of adjectives? By what may various degrees be expressed? When is a word in the positive degree? when in the comparative degree? when in the superlative? The meaning of the word *positive*? *comparative*? *superlative*? What does *sweet* indicate? *sweeter*? *sweetest*? What constitutes the degrees of comparison? What adjectives are regularly compared? What are called irregular adjectives? What is said respecting comparison? How many degrees of comparison have adjectives? What does the positive degree denote? the comparative? the superlative? How is the comparative degree formed? the superlative? Adjectives ending with *y*? What letters are vowels? What are consonants? Repeat 85. Like what are adjectives of one syllable and some adjectives of two syllables compared? Like what are most adjectives of two syllables and all adjectives of more than two syllables compared? Compare *high*? *wise*? *dry*? *thin*? *excellent*? *studious*? Like which do you compare *mad*? *safe*? *able*? *happy*? *lovely*? *likely*? *discreet*? *sne*? *careful*? *amiable*? *proud*? *tall*? *pious*? Repeat Rule IV. Why is *larger* an adjective? Why in the comparative degree? Like what do you compare it?

<i>Remark.</i> — <i>Subpositive,</i>	<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
Bluish,	blue,	bluer,	bluest.
Brownish,	brown,	browner,	brownest.
Reddish,	red,	redder,	reddest.

LESSON XX.

IRREGULAR ADJECTIVES.

Remark.—Those adjectives which have different words in the comparative and superlative degrees, are called irregular adjectives.

89. <i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
Bad, ill, or evil,	worse,	worst. [farthermost.
Far,	farther,	farthest, farmost, or
Fore, (<i>a</i>)	former,	foremost, or first.
Good,	better,	best.
Late,	later, or latter,	latest, or last.
Little,	less, or lesser,*	least.
Low,	lower,	lowest, or lowermost.
Much, or many,	more,	most.
Near,	nearer,	nearest, or next.
Old,	older, or elder,	oldest, or eldest.

Obs.—Some of the above are frequently adverbs.

90. Adverbs that admit comparison, are compared like adjectives.

<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
Soon,	sooner,	soonest.
Early,	earlier,	earliest.
Wisely,	more wisely,	most wisely.

One adverb is irregularly compared.

<i>Pos.</i>	<i>Comp.</i>	<i>Super.</i>
Well,	better,	best.

DEFINITIVE OR SPECIFYING ADJECTIVES.

Explanations.—Definitive or specifying adjectives are called pronominal adjectives or adjective pronouns by many respectable grammarians. We feel no repugnance to the term pronominal. Adjective pronoun seems to be too long a name for common parsing, especially when the word demonstrative or distributive is prefixed to it. We prefer the simple term *adjective* for all words which belong to nouns; and *pronoun* for all words used instead of nouns. We do not omit, however, to assign to adjectives and pronouns their distinct and appropriate classes or kinds. We have found from several years experience in teaching English Grammar, that the more nearly definitions comport with their use, the more easily and readily our illustrations are understood by the pupil. If a scholar is taught to consider all words adjectives, that are added to nouns or pronouns to qualify, limit, or define their meaning, and all words pronouns that are used instead of nouns, he meets with no difficulty in comprehending their meaning or

a. Authorities, Dr. Webster, Nutting, and Gould Brown.

**Lesser* is used when it means *smaller*; as, Lesser Asia.

use. But if, after having been taught 'that a pronoun is used in stead of a noun,' he is directed to call a word, which, his judgment tells him, is an 'adjective,' a 'demonstrative adjective pronoun,' he is at once perplexed and confounded. He cannot conceive why a 'pronoun' should belong to a 'noun,' when he has just been taught, that 'it is used instead of a noun.' He has to encounter this difficulty through his whole course of study. This was our experience in studying grammar; this has been our experience in teaching it. Therefore, those words which are denominated 'adjective pronouns' by some grammarians, are called *adjectives* in this 'system' when they belong to nouns like other adjectives; and *pronouns* or substitutes, when used instead of nouns. Each will be noticed in the recapitulation under the head of *adjective* and *pronoun*.

91. Definitive or specifying adjectives precisely point out the nouns to which they belong; and show the extent of their signification in a definite or indefinite sense.

92. The principal definitive or specifying adjectives are, this, that, these, those, each, every, either, neither, both, several,* own, some, other, any, one, all, such, same, none or no, and which and what with their compounds, when they belong to nouns.

FORM OF PARING.

Oldest is an irregular adjective, pos. old, comp. older or elder, super. oldest or eldest, in the *superlative degree*, and belongs to state. Repeat Rule IV. It is added to state to indicate its age. The word *this* is a definitive adjective, and belongs to book, according to Rule IV.

Examples.—Virginia is the *oldest* state in the union. *This* book is instructive. Some boys are ingenious. Those scholars are not studious. Neither boy was satisfied. Either girl may go. Each person did his duty. That young lady is a pattern of modesty. Both men were present. All mankind desire happiness. Every man is an accountable being. Several individuals participated in the deliberations. Every heart knows its own sorrows. These culprits have violated their country's laws. Mercury is nearer to the sun than Venus. Herschel is the farthest from the sun.

Questions.—What are irregular adjectives? Compare bad? Compare all the irregular adjectives? Like what are adverbs compared? Compare soon? Early? Wisely? Well? What is said respecting definitive or specifying adjectives? What are all words called that belong to nouns? Which are used instead of nouns? What are those words called in this grammar which some grammarians denominate adjective pronouns? When are they called adjectives? When pronouns? Where will each class be noticed? What is the use of the definitive or specifying adjectives? 91. Will you name the definitive or specifying adjectives? Why is *oldest* an adjective? Why irregular? Why in the superlative degree? 81. To what does it belong? Why is it added to state? What kind of adjective is *this*? 358.

* Several, compounded of *sever* and *all*, means *three or more*, not very many.

LESSON XXI.

VERBS, TRANSITIVE AND INTRANSITIVE.

ACTIVE AND NEUTER.

Explanations.—All those verbs are active or transitive, whose action terminates or ends on some object; and that object is in the objective case and is governed by the verb which acts upon it. Nouns and pronouns are the objects of verbs, participles, or prepositions. *Active* verbs impart action to some object. *Neuter* verbs limit the action or what is affirmed to the nominative case. The hen sits. William repents. You cannot say the hen sits any thing, nor that William repents any thing. The action of each verb is limited to its nominative case; therefore, sits and repents are both neuter verbs. The variations of the verb *be* or *am* are frequently preceded and followed by words referring to the same person or thing; these words are in the same case. Adam was the first man. Adam is in the nominative case. Man, coming after the neuter verb *was*, a variation of the verb *be* or *am*, and meaning the same thing that Adam does, is, also, in the nominative case. If the nominative case precedes the verb, the same case follows the verb. If the objective case precedes the verb, the objective case follows the verb; that is, when both words mean the same thing. Neuter verbs have no object. Active verbs always have an object expressed or understood. When no object is expressed, we can easily supply one in the mind. Ezra loves—Loves what? We may suppose, he loves his parents; he loves work. But we cannot say Ezra walks any thing. Walks has no object, and is, therefore, a neuter verb. Its action is limited to the nominative case. *Ellipsis* denotes the omission of words, which must be supplied in parsing. The words omitted are said to be understood. The words written or printed are said to be expressed. “It is more strictly correct to divide verbs into *transitive* and *intransitive*; and to say that transitive verbs have two voices, active and passive.” The division of verbs into active, passive, and neuter, is adopted because it is more *concise*. *Transitive* means *passing over to*; *intransitive* means *not passing over to*. We ascribe to *active* and *neuter* the meaning of *transitive* and *intransitive*.

93. When a verb will act upon any object, or “when we can place *me*, *him*, *it*, or *them* after it, and the expression will make good sense, it is active; if not, it is neuter.”

94. An active or transitive verb expresses an action which ends on some object, or one which passes from an agent to an object; and “governs an objective case, either expressed or understood.”

95. A neuter verb expresses existence, or the state of existence, or it expresses an action that is wholly limited to its nominative case.

96. RULE III. Active verbs govern the objective case. (*a*)

97. RULE VI. Prepositions govern the objective case.

FORM OF PARSING.

Teach is an active verb; it acts upon the object *boys*. *Boys* is in the objective case and is governed by *teach*; (Rule III;) it being the object on which the action of the verb *teach* terminates. *To* is a preposition and governs *soul*; *soul* is in the objective and is governed by *to*. Rule VI.

Examples.—Men *teach* boys. Boys train dogs. Dogs pursue cats. Cats catch rats. Rats gnaw cheese. Cheese breeds worms. Worms devour animals. Animals drink water. Water wets land. Land produces flowers. Flowers perfume the air. Air sustains life. Life gives animation *to* the *soul*. James set the lamp on the table. The lamp now sits on the stand. Rain descends. Smoke ascends. The roses blossomed. The ship sailed. The prisoner escaped. The boys whispered. See, go, hear, drink, sit, is, was, were, live, meet, digged, lighted, gave, honored, respected, revered, venerated.

Questions.—What are those verbs called whose action terminates on some object? By what, is the object governed? What parts of speech are the objects of verbs, participles, or prepositions? What do active verbs do? Neuter? Why are not sits and repents active verbs? What neuter verb has the same case before and after it, when both words mean the same thing? In the sentence, 'Adam was the first man,' which word governs the verb? In what case is man? Why? If the nominative case precedes the verb, when both words refer to the same thing, what case follows it? If the objective case, what case follows the verb? Have neuter verbs any object? Has every active verb an object? If no object is expressed, what can you do? What kind of verb is love? Walks? Why? What term expresses the omission of words? Those that are not omitted? What division of verbs is more correct? Why is the division of verbs into active, passive, and neuter preferable? The meaning of *transitive*? *Intransitive*? What meaning do we ascribe to *active* and *neuter*? How can you tell whether a verb is active or not? What is an active verb? A neuter verb? Rule III? Rule VI? Why is *teach* an active verb? Why is *boys* in the objective case?

LESSON XXII.

TENSE, MODE, AND AUXILIARIES.

Explanations.—Verbs express action at different times. Any thing, which is done now, is supposed to be done at the present time. Any thing which was done yesterday, is supposed to be done in past time. Any thing which may be done hereafter, is supposed to be done in future time. Future time means time to come. The word tense, meaning time, is used to express the performance of action at different times. There are not only different *times* of expressing action or existence, but different *manners* of expressing it. Mode is the term used to designate the different manners of expressing action or existence.

a Or,—Transitive verbs govern the objective case.

98. "Mode is the *manner* of representing what is expressed by the verb."

99. Verbs have five modes,—the Indicative, the Infinitive, the Potential, the Imperative, and the Subjunctive.

100. The *Indicative mode* simply affirms or declares a thing, either negatively or affirmatively; or it asks a question.

101. Tense is the distinction of time.

102. The *general* divisions of time are three,—the present, the past, and the future. Some of the modes are marked by a more distinct variation and by a greater number of tenses.

103. The *Indicative mode* has "six tenses,—the Present, the Imperfect, the Perfect, the Pluperfect, the First future, and the Second future."

104. The Indicative mode has one Present tense, three past tenses, called the Imperfect, the Perfect, and the Pluperfect, and two future tenses, called the First future, and the Second future.

105. "When a verb consists of more than one word, the last is called the *principal* verb; the others, *auxiliaries** or *helping verbs*."

106. The tenses of verbs are either simple or compound. The simple tenses can be expressed by *one* verb. The Present and Imperfect tenses of the Indicative mode are simple tenses. Compound tenses require more than one verb, to express them. The Perfect, Pluperfect, the First and Second future tenses of the Indicative mode, are compound tenses.

107. The short verbs, which are prefixed to a principal verb to express the compound tenses, are called auxiliary or helping verbs. The auxiliaries are the signs of the several tenses.

108. The sign of the Perfect tense is *have* or *has*; of the Pluperfect, *had*; of the First future, *shall* or *will*; of the Second future, *shall have* or *will have*.

109. The Present tense may be distinguished by placing the word *now* after it; the Imperfect by placing the word *yesterday* after it; the Future, by placing the word *to-morrow* after it.

FORM OF PARSING.

Will have commenced is an active verb; Pres. commence,

* *Auxiliary* means *helping*.

Imp. commenced, **Perf.** have commenced, **Pluper.** had commenced, **First fut.** shall commence or will commence, **Second fut.** shall have commenced or will have commenced, in the **Second future tense**; you can easily remember it, because *will have* is one of the signs of the **Second future**.

Examples.—Congress *will have commenced* its session on the first Monday of December. The members of that body will then assemble. The boys had finished their recitations, before the teacher arrived. Nouns govern the possessive case. We have allowed too much time for needless indulgences. Idle scholars exert a bad influence on their associates. The habits of youth follow them through life. All men have sinned. The mail will soon arrive. Galileo* invented the telescope.

Questions.—What is said respecting things being done at different times? What does future time mean? What does tense mean? What term expresses the different times of performing actions? What term expresses the different manners of performing them? What is mode? How many modes have verbs? Will you name them? What does the Indicative mode do? What is tense? What are the general divisions of time? What other variations? How many tenses has the Indicative mode? What are they? How many present tenses has the Indicative mode? How many past? Name them? How many future? Name them? When a verb consists of more than one word, what is the last called? What are the others called? The meaning of auxiliary? The tenses of verbs are what? Which are the simple tenses? In what mode? What do compound tenses require to express them? Which are the compound tenses? What are auxiliary verbs? Of what are they the signs? What is the sign of the Perfect tense? The Pluperfect? The First future? The Second future? How can you distinguish the Present tense? The Imperfect? The Future? In what tense is *will have commenced*? How can it be remembered?

LESSON XXIII.

THE SIX TENSES.

Explanations.—James is now engaged in writing. *Is engaged*, expressing what James is *now* doing, is in the **Present tense**. James was engaged in writing yesterday. *Was engaged*, expresses what was done in time completely past, and is, therefore, in the **Imperfect tense**. The **Perfect tense** expresses the finishing of a past action or event at the present time. It leaves a part of the time still to pass away. I have been engaged in writing this week. The verb 'have been engaged,' expresses what has taken place during that part of this week which has passed, leaving a portion of the week yet to pass away. The **Pluperfect tense**, or **Prior†** past, expresses past time before another past time. James had written his letter before Henry arrived. The writing of the letter happened before the arrival of Henry; therefore, had written is in the **Pluperfect tense**. Simple future time is expressed by the **First future tense**. Future time finished before another future action or event mentioned in the same sentence, is expressed by the **Second future tense**, which might be appropriately called the **Future perfect.‡** I shall have dismissed my school at noon.

* *Pro. Gal-le-165/o.* † *Prior, before.* ‡ *Perfect means finished.*

The dismissing of the school will take place before the other future time mentioned ; therefore, ' shall have dismissed ' is in the Second Future tense.

110. Verbs in the *Present tense* denote what happens* at the present time.

111. Verbs in the *Imperfect tense* denote what happened in time completely past.

112. Verbs in the *Perfect tense* denote what has happened in past time up to the present.

113. Verbs in the *Pluperfect tense* denote what had happened at or before some other past time specified in the sentence.

114. Verbs in the *First future tense* denote what will happen hereafter.

115. Verbs in the *Second future tense* denote what will have happened at or before some other future time specified in the sentence.

116. The synopsis† of a verb is the naming of the principal parts, so as to exhibit a general view of the whole.

Illustration.—Synopsis of the verb *guard* in the Indicative mode. Present guard, Imperfect guarded, Perfect have guarded, Pluperfect had guarded, First future shall guard or will guard, Second future shall have guarded or will have guarded.

FORM OF PARSING.

Derived is an active verb. Present derive, Imperfect derived. In the Imperfect tense ; it denotes what happened in time completely past,—in the third person, singular number, and agrees with Rhode Island. Rule II.

Examples.—Rhode Island *derived* its name from the island of Rhode Island. Evil communications corrupt good manners. A dutiful child will always obey the commands of his parents. Perfect submission to the rules of a school indicates good breeding. Dishonorable prejudices have yielded to the influence of truth. *Story.* Nouns of the same meaning agree in case. The pupil will repeat the synopsis of each verb in his lesson. At the close of this recitation, he will have added six tenses to the knowledge of one mode. He will name all the tenses till he finds the verb.

Questions.—In what tense is the verb engaged? Why? Was engaged? Why? What does the Perfect tense express? In what tense is have been engaged? Why? What does the Pluperfect tense express? In what tense is had written? Why? By what tense is simple future time expressed? Future time finished before another future time? What might the Second future tense be appropriately called? The meaning of perfect? In what tense is shall have dismissed? Why? What do verbs in the present tense denote?

* To happen, to take place.

† Synopsis,—a general view of the subject.—Crabb.

in the imperfect? perfect? pluperfect? first future? second future tense? What is the synopsis of a verb? the meaning of *synopsis*? Give the synopsis of *guard* in the indicative mode? the meaning of *prior*? to happen?

LESSON XXIV.

PARTICIPLES.

Explanations.—In the present lesson, we proceed to prepare the way for conjugating the verb. Conjugate means *join together*. To conjugate a verb, is to name the principal parts, the roots or radicals,—those from which all other parts are derived. In order to conjugate a verb correctly, a previous knowledge of the participle is requisite. The participle, by many respectable grammarians, is considered a distinct part of speech. In this grammar it is treated as a form or mode of the verb; “and it might with propriety be termed the Participial mode.” It bears the same relation to other modes that the Infinitive does. The Infinitive mode has not yet been explained. Verbs have three participles, the Present, the Perfect, and the Compound perfect. The Perfect participle is never used alone in the active voice; but it is used in forming the greater part of the compound tenses of the verb. The participle then becomes a part of the verb; and, being the last, is called the principal verb. In analyzing the verb,—that is, in telling the parts of which it is composed, the participle, among the rest, assumes a distinct name. *Had been* is a verb in the Pluperfect tense; it is composed of the auxiliary verb *had* and the Perfect participle *been*. Participle is from the Latin word *particeps*, which means *partaking of*. It partakes not only the nature of a verb, but also that of an adjective and sometimes of a noun. In the nature of a verb, it is active, passive and neuter. The participles of active verbs act upon objects and govern them in the objective case, in the same manner that verbs do, from which they are derived. A participle in the nature of an adjective, belongs or refers to nouns or pronouns in the same manner that adjectives do; and when it will admit the degrees of comparison, it is called a participial adjective. When it assumes the nature of a noun, it is called a participial noun. The present participle ends with *ing*. Some other words ending with *ing*, such as *evening* and *morning*, are not participles, because they are not derived from verbs. The present participle denotes continued, unfinished, and progressive action. Perfect means complete or finished. The perfect participle denotes action or existence which is finished at the present time, corresponding in its nature to the perfect tense of the verb. The compound perfect participle is the perfect participle with the sign *having* before it; and denotes that an action or event occurred before something else specified in the same sentence. The perfect participle may be distinguished by placing the sign *having* before it. *Most* verbs have three participles, and *all* participles are derived from verbs. From the verb *live*, come the participles *living*, *lived*, *having lived*. Some of the auxiliary verbs have no participle, such as *may*, *can*, *shall*, or *must*.

117. A participle is a word derived from a verb, possessing the properties both of a verb and of an adjective.

118. Verbs have three participles,—the Present, the Perfect, and the Compound perfect. See 99, p. 15.

119. The present participle denotes progressive and unfinished action or existence. It is formed by adding *ing* to a verb; or, when the verb ends with *e*, by changing *e* into *ing*. The last letter is doubled before *ing*, when the accent is on the consonant.

120. The perfect participle denotes finished action or existence; and that of regular verbs ends with *ed*.

121. The compound perfect participle denotes the finishing of an action or event previous to something else mentioned in the sentence; and is formed by prefixing *having* to the perfect participle.

122. To conjugate* a verb is to name the present and imperfect tenses, the present and perfect participles.

123. To decline a verb is to name the tenses and modes, and their variations, to express number and person

124. PARTICIPLES.

Active and neuter participles are thus declined;—

	<i>Present.</i>	<i>Perfect.</i>	<i>Compound perfect.</i>
Active. {	Guarding,	guarded,	having guarded.
	Seeing,	seen,	having seen.
Neuter. {	Being,	been,	having been.
	Sitting,	sat,	having sat.
	Arriving,	arrived,	having arrived.

125. RULE XV. Participles refer to nouns or pronouns.

126. RULE III. Active participles govern the objective case.

FORM OF PARSING.

Having wasted is a participle, from the regular active verb *waste*. Present *wasting*, Perfect *wasted*, Compound perfect *having wasted*, in the Compound perfect tense, and refers to prodigal. Participles refer to nouns. *Hated* is a perfect participle, and refers to father by Rule XV. Repeat also 120. The perfect participle, when used apart from the verb, is always *passive* in signification, and consequently does not govern an objective case.

Examples.—The prodigal *having wasted* his substance, returned to his father's house. A father *hated* by his children, is

* Or,—To conjugate a verb is to name the present, imperfect, and perfect tenses.

unhappy. Scholars dwelling together in harmony, pass away 'time pleasantly. The day preceding the storm, was unusually calm. A life well spent makes old age pleasant. Granite is a compound rock, composed of mica, feldspar, and quartz. The teacher having heard the recitation in grammar, dismissed the class. The instructor, feeling a deep solicitude for the welfare of his pupils, spent much extra time with them.

Questions.—What does the word conjugate mean? What is it to conjugate a verb? What is previously requisite? What do many grammarians consider the participle? What is the participle considered in this system? What resemblance to other modes does it bear? How many participles have verbs? Name them? What is said respecting the perfect participle? In analyzing *had been*, what is *had* and what is *been*? From what is the word participle derived? Of what parts of speech does it possess the properties? What is it in the nature of a verb? Active participles do what? When is it used in the sense of an adjective? What is it called when it will admit the degrees of comparison? What is it called when a noun? Are all words ending with *ing* participles? Mention some that are not? What does the present participle denote? The perfect? The compound perfect? How can you tell the perfect participle? How many participles come from the verb *live*? Mention some verbs that have no participle? What is a participle? How many participles have verbs? What does the present participle denote? How is it formed? When is the last letter doubled? What does the perfect participle denote? The compound perfect? How formed? What is it to conjugate a verb? To decline a verb? Decline *guarding*? *seeing*? *being*? *sitting*? *arriving*? Repeat Rule 15? Rule 3? What is *having wasted*? To what does it refer? How do you parse *hated*? What remark is made respecting the perfect participle?

LESSON XXV.

CONJUGATION AND DECLENSION OF VERBS.

127. Verbs are divided into regular, irregular, and defective.

128. A *regular verb* is a verb whose imperfect tense and perfect participle end with *ed*.

129. An *irregular verb* is a verb whose imperfect tense and perfect participle do not end with *ed*.

130. A *defective verb* is a verb that is wanting in some of its modes, tenses, or participles.

131. Conjugation of guard.

<i>Pres. Ind.</i>	<i>Imp. Ind.</i>	<i>Pres. Part.</i>	<i>Perf. Part.</i>
Guard,	guarded,	guarding,	guarded.
Do,	did,	doing,	done.

132. The helping verb *do* is frequently used with other verbs in the present tense, to express emphasis; it is also used with the adverb *not*, and in asking questions. *Did* the preterit* of *do*, is used in the same manner in the Imperfect tense.

133. In the familiar style, the pronoun *you* is used both in the singular and plural number.

* The preterit is the simple past tense of the verb, pro. *præ*/tēr-it.

134. The third person singular of verbs in the Indicative mode, Present tense, is formed in the same manner, that the plural number of nouns is; and generally ends with *s* or *es* in the Familiar style.

135.

DECLENSION OF GUARD.

FAMILIAR STYLE.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

Plural.

- | | |
|--|-------------------------------|
| 1 <i>Person</i> , I guard. | 1 <i>Person</i> , We guard. |
| 2 <i>Person</i> , You guard. | 2 <i>Person</i> , You guard. |
| 3 <i>Person</i> , He, she, or it guards. | 3 <i>Person</i> , They guard. |

PRESENT TENSE.

With the auxiliary *do*.

Singular.

Plural.

- | | |
|-------------------------------|-------------------|
| 1. I do guard. | 1. We do guard. |
| 2. You do guard. | 2. You do guard. |
| 3. He, she, or it does guard. | 3. They do guard. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|-----------------|------------------|
| 1. I guarded. | 1. We guarded. |
| 2. You guarded. | 2. You guarded. |
| 3. He guarded. | 3. They guarded. |

IMPERFECT TENSE.

Auxiliary *did*.

Singular.

Plural.

- | | |
|-------------------|--------------------|
| 1. I did guard. | 1. We did guard. |
| 2. You did guard. | 2. You did guard. |
| 3. He did guard. | 3. They did guard. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|----------------------|----------------------|
| 1. I have guarded. | 1. We have guarded. |
| 2. You have guarded. | 2. You have guarded. |
| 3. He has guarded. | 3. They have guarded |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|---------------------|----------------------|
| 1. I had guarded. | 1. We had guarded. |
| 2. You had guarded. | 2. You had guarded. |
| 3. He had guarded. | 3. They had guarded. |

FIRST FUTURE TENSE.

Singular.

Plural.

- | | |
|-----------------------------|------------------------------|
| 1. I shall or will guard. | 1. We shall or will guard. |
| 2. You shall or will guard. | 2. You shall or will guard. |
| 3. He shall or will guard. | 3. They shall or will guard. |

SECOND FUTURE TENSE.

*Singular.**Plural.*

- | | |
|---|--|
| 1. I shall have guarded. | 1. We shall have guarded. |
| 2. You shall <i>or</i> will have guarded. | 2. You shall <i>or</i> will have guarded. |
| 3. He shall <i>or</i> will have guarded. | 3. They shall <i>or</i> will have guarded. |

FORM OF PARSING.

*Displayed** is a regular active verb,—present display, imperfect displayed, per. part. displayed; Pres. tense, Sing. I display, you display, he displays. Plural, we display, you display, they display; Imperfect tense, I displayed, you displayed, he displayed. Plural, we displayed, you displayed, the Puritans displayed; and is in the third person, plural, and agrees with Puritans. A verb, &c. *Display* ending with *ay* adds *s* only in forming the third person, singular, of the present tense, which, in the Indicative mode, Familiar style, usually ends with *s* or *es*. *Has* is found from have by declining,—1. I have. 2. You have. 3. He has. It is contracted from *haves* by syncope.

Examples.—The Puritans *displayed* at all times a downright honesty of heart and purpose.—*Story.* Poetry *has* a natural alliance with our best affections. It delights in the beauty and sublimity of the outward creation and of the soul. It indeed portrays, with terrible energy, the excesses of the passions. It reveals to us the loveliness of nature; it revives the relish of simple pleasures; it extends our sympathies to all classes of society; and it knits us by new ties to universal being.—*Channing.*

Questions.—How are verbs divided? What is a regular verb? An irregular verb? A defective verb? Conjugate guard? How is *do* used? *Did*? What is the preterit? What is said of the pronoun *you*? How is the third person, singular, of the Indicative mode Present tense formed? With what does it end? Decline guard in the Indicative mode? With what does *displays* end? Why? Why is *s* only added? What is said respecting the imperfect tense and perfect participle of regular verbs?

LESSON XXVI.

INFINITIVE AND POTENTIAL MODES.

Explanations.—*In* prefixed to words frequently means *not*. *Finite* means *limited*. *Infinite* means *not limited*. *Infinitive* has a similar meaning. All verbs which have a nominative case are called *finite* verbs, because they are limited by number and person. Verbs in the Infinitive mode and participles have no nominative case; that is, are not limited by number and person. All verbs, in the Indicative, Potential, Imperative, and Subjunctive modes, are *finite* verbs. The Infinitive mode depends on other words, which it follows; and this dependence is called government.

* The pupil will observe, that the imperfect tense and perfect participles of regular verbs are always spelled alike.

136. The *Infinitive mode* expresses a thing in a general and unlimited manner, and has no nominative case.

137. "The Infinitive mode has the sign *to* before it ; and has two tenses, the *Present* and the *Perfect*."*

138. Declension of active and neuter verbs in the Infinitive mode.

	<i>Present.</i>	<i>Perfect.</i>
Active.	To guard.	To have guarded.
Active.	To see.	To have seen.
Neuter.	To sit.	To have sat.
Neuter.	To be.	To have been.
Neuter.	To arrive.	To have arrived.

139. The *Potential mode* expresses power or ability, liberty, possibility, will, obligation, or necessity, and is used in asking questions.

140. The signs of the Potential mode are may, can, must, might, could, would, and should.

141. The Potential mode has four tenses—the Present, the Imperfect, the Perfect, and the Pluperfect.

142. The signs of the Present are may, can, must ; Imperfect, might, could, would, or should ; Perfect, may have, can have, must have ; Pluperfect, might have, could have, would have, or should have.

143. DECLENSION OF GUARD.

POTENTIAL MODE.

PRESENT TENSE.

Singular.

Plural.

- | | |
|---|----------------------------------|
| 1. I may, can, or must guard. | 1. We may, can, or must guard. |
| 2. You may, can, or must guard. | 2. You may, can, or must guard. |
| 3. He, she, or it, may, can, or must guard. | 3. They may, can, or must guard. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|--|---|
| 1. I might, could, would, or should guard. | 1. We might, could, would, or should guard. |
| 2. You might, could, would, or should guard. | 2. You might, could, would, or should guard. |
| 3. He might, could, would, or should guard. | 3. They might, could, would, or should guard. |

* Perfect means *past*, or finished. The Perfect infinitive has the sign *to have* before it.

† Potential means *able* or *powerful*.

PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|---|
| 1. I may, can, or must have guarded. | 1. We may, can, or must have guarded. |
| 2. You may, can, or must have guarded. | 2. You may, can, or must have guarded. |
| 3. He may, can, or must have guarded. | 3. They may, can, or must have guarded. |

PLUPERFECT TENSE.

*Singular**Plural.*

- | | |
|---|--|
| 1. I might, could, would, or should have guarded. | 1. We might, could, would, or should have guarded. |
| 2. You might, could, would, or should have guarded. | 2. You might, could, would, or should have guarded. |
| 3. He might, could, would, or should have guarded. | 3. They might, could, would, or should have guarded. |

144. *Synopsis*.—Present, may guard, can guard, must guard; Imperfect, might guard, could guard, would guard, should guard; Perfect, may have guarded, can have guarded, must have guarded; Pluperfect, might have guarded, could have guarded, would have guarded, should have guarded.

FORM OF PARSING.

Must obey is a regular active verb in the Potential mode, Present may obey, can obey, must obey, in the *Present tense*. *Must* is one of the signs of the Present tense, Potential mode.

Examples.—Oliver *must obey* his instructor. The young ladies may study grammar. The referees may have erred in their decision. They must have done it through inadvertency. We should prefer our duty to our pleasure. James might have made greater improvement. He should not have idled away his time. He could have advanced rapidly; but he would not study his lessons.

Questions.—What does *in* mean when prefixed to words? What does *finite* mean? *Infinitive*? *Infinitive*? What are verbs called which have a nominative case? Why? What is said of verbs in the Infinitive mode and of participles? What modes have *finite* verbs? On what does the Infinitive mode depend? What is this dependence called? Definition of the Infinitive? 136. What is the sign of the Infinitive mode? How many tenses has it? The meaning of *perfect*? The sign of the *perfect infinitive*? Decline to guard? To see? To sit? To be? To arrive? Define the potential mode? 139. The meaning of *potential*? The signs of the potential mode? How many tenses has it? Name them? The signs of the present? Imperfect? Perfect? Pluperfect? Decline the verb guard in the potential mode? The Synopsis of guard? 144. How can you remember that *must obey* is in the potential mode, present tense? By its having the sign *must* before it.

LESSON XXVII.

CONJUGATION OF THE NEUTER VERB BE.

145. *Present. Imp. Pres. Part. Perf. Part.*

Be or am, was, being, been.

DECLENSION.
INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I am.
2. You are.
3. He, she, or it is.

Plural.

1. We are.
2. You are.
3. They are.

IMPERFECT TENSE.

Singular.

1. I was.
2. You were.
3. He was.

Plural.

1. We were.
2. You were.
3. They were.

PERFECT TENSE.

Singular.

1. I have been.
2. You have been.
3. He has been.

Plural.

1. We have been.
2. You have been.
3. They have been.

PLUPERFECT TENSE.

Singular.

1. I had been.
2. You had been.
3. He had been.

Plural.

1. We had been.
2. You had been.
3. They had been.

FIRST FUTURE TENSE.

Singular.

1. I shall or will be.
2. You shall or will be.
3. He shall or will be.

Plural.

1. We shall or will be.
2. You shall or will be.
3. They shall or will be.

SECOND FUTURE TENSE.

Singular.

1. I shall have been.
2. You shall or will have been.
3. He shall or will have been.

Plural.

1. We shall have been.
2. You shall or will have been.
3. They shall or will have been.

POTENTIAL MODE.

PRESENT TENSE.

Singular.

1. I may, can, or must be.
2. You may, can, or must be.
3. He may, can, or must be.

Plural.

1. We may, can, or must be.
2. You may, can, or must be.
3. They may, can, or must be.

IMPERFECT TENSE.

Singular.

1. I might, could, would, or should be.
2. You might, could, would, or should be.
3. He might, could, would, or should be.

Plural.

1. We might, could, would, or should be.
2. You might, could, would, or should be.
3. They might, could, would, or should be.

PERFECT TENSE.

Singular.

1. I may, can, or must have been.

Plural.

1. We may, can, or must have been.

2. You may, can, or must have been. 2. You may, can, or must have been.
 3. He may, can, or must have been. 3. They may, can, or must have been.

PLUPERFECT TENSE.

*Singular.**Plural.*

1. I might, could, would, or should have been. 1. We might, could, would, or should have been.
 2. You might, could, would, or should have been. 2. You might, could, would, or should have been.
 3. He might, could, would, or should have been. 3. They might, could, would, or should have been.

146. Synopsis, Ind. mode. Present be or am, Imper. was, Per. have been, Pluper. had been, First fut. shall be or will be, Second fut. shall have been or will have been. Potential. Pres. may be, can be, or must be; Imper. might be, could be, would be, or should be; Per. may have been, can have been, or must have been; Pluper. might have been, could have been, would have been, or should have been.

147. Synoptical view of the termination of verbs in the third person, singular, of the Present, Imperfect, and Perfect tenses, Indicative mode, Familiar style.

*Present.**Imperfect.**Perfect.*

He is,	he was,	he has been.
Has,	had,	has had.
Does,	did,	has done.
Goes,	went,	has gone.
Sees,	saw,	has seen.
Agrees,	agreed,	has agreed.
Flies,	flew,	has flown.
Obeys,	obeyed,	has obeyed.
Journeys,	journeyed,	has journeyed.
Wishes,	wished,	has wished.
Studies,	studied,	has studied.

FAMILIAR STYLE.

148. The verb *be* has *am* in the first person, and *is* in the third person, singular; and *are* in the second person, singular, and in all the persons of the plural number, in the Indicative mode, Present tense.

149. In the Imperfect tense, *was* is used in the first and third persons singular; and *were* in the second person, singular, and in all the persons of the plural number.

150. *Has* is used in the third person, singular, of the Perfect tense of all verbs. No other verbs are varied, either principal or auxiliary, in any of the modes or tenses in familiar style, except the third person singular in the Indicative mode, Present tense.

Examples.—Edwin had been there, before James arrived. I shall be at home to-morrow. *Our pastor was at home yesterday. He may have been absent since that time. William is now at home. I must be punctual. Samuel could not have been there sooner. The president was in town yesterday. *The boys might have been in school earlier. They were tardy. They have often been tardy. *See 598.

Questions.—Conjugate the verb *be* or *am*? Decline it in the Indicative mode? In the Potential? Will you give the synopsis of *be* or *am* in the Indicative mode? In the Potential? Repeat the several verbs of third person with *he*? How are the variations of the verb *be* used in the Present tense? In the Imperfect? How is *has* used in the Perfect tense? What is said respecting the variations of other verbs? To what style are the remarks in 148, 149, and 150 applicable?

LESSON XXVIII.

IRREGULAR VERBS.

The teacher will repeat the Present tense, and the pupil with his book shut, will repeat the Imperfect tense and the Present and Perfect participles. The irregular verbs must be previously studied, so that no mistake may be made in repeating them. A thorough knowledge of the radical parts of the verb will aid the pupil much in his future progress. The verb or participle in most frequent use is put first.

151. Present.	Imperfect.	Pres. Part.	Perfect Par.	Comp. Per.
Am or be,	was,	being,	been,	having been.
Arise,	arose,	arising,	arisen,	having arisen.
Bear,	bore,* [ed.	bearing,	borne or born,	having borne.
Begin,	began, [sech-	beginning,	begun,	having begun.
Beseech,	besought, or be-	beseeching,	besought,	having besought
Bid,	bid or bade, †	bidding,	bid or bidden,	having bid.
Bind,	bound,	binding,	bound,	having bound.
Bite,	bit,	biting,	bit or bitten,	having bit.
Bleed,	bled,	bleeding,	bled,	having bled.
Blow,	blew, or blow-	blowing,	blown,	having blown.
Break,	broke, [ed,	breaking,	broke or broken	having broke.
Breed,	bred;	breeding,	bred,	having bred.
Bring,	brought,	bringing,	brought,	having brought.
Buy,	bought,	buying,	bought,	having bought.
Cast,	cast,	casting,	cast	having cast.
Choose,	chose,	choosing,	chosen,	having chosen.
Cleave, to split.	cleft or clove,	cleaving,	cleft or cleaved	having cleft.
Cling,	clung,	clinging,	clung,	having clung.
Come,	came,	coming,	come,	having come.
Cost,	cost,	costing,	cost,	having cost.
Cut,	cut,	cutting,	cut,	having cut.
Do,	did,	doing,	done,	having done.
Draw,	drew or drew	drawing,	drawn,	having drawn.
Drive,	drove,	driving,	driven or drove,	having driven.
Drink,	drank,	drinking,	drank §	having drank.
Eat,	ate ¶ or eat,	eating,	eaten or eat,	having eaten.
Fall,	fell,	falling,	fallen,	having fallen.
Feed,	fed,	feeding,	fed,	having fed.
Feel,	felt,	feeling,	felt,	having felt.
Fight,	fought,	fighting,	fought,	having fought.
Find,	found,	finding,	found,	having found.
Flee,	fled,	fleeing,	fled,	having fled.
Fling,	flung,	flinging,	flung,	having flung.
Forget,	forgot,	forgetting,	forgotten or for-	having forgotten.
Fly,	flew,	flying,	flown, [got,	having flown.
Forsake,	forsook,	forsaking,	forsaken,	having forsaken.
Freeze,	froze,	freezing,	frozen or froze.	having frozen.

* Bare, the preterit or past of bore, is *obsolete*, which seems disused

† Borne, carried; born, brought forth. ‡ Pro. bad.

|| To bleed, to take blood from the veins. To blood, to stain with blood.

§ Dr. Webster uses *drank* in preference to *drunk*, considering *drunk* obsolete.

¶ Perf. Part. drunk, drank. The men were drunk; i. e. inebriated. The toasts were drank.—*Kirkham*.

¶ Ate, pro. et.

Present.	Imperfect.	Pres. Part.	Perfect Part.	Comp. Per.
Get,	got,	getting,	got,	having got.
Give,	gave,	[ed. giving,	[ing. given,	having given
Go or wend,**	went or wend-	going or wend-	gone,	having gone.
Grind,	ground,	[ed. grinding,	ground,	having ground.
Grow,	grew or grow-	growing,	grown,	having grown.
Have,	had,	having,	had,	having had.
Hear,	heard or heard,	hearing,	heard,	having heard.
Hide,	hid,	hiding,	hid or hidden,	having hid.
Hit,	hit,	hitting,	hit,	having hit.
Hold,	held,	holding,	held,	having held.
Hurt,	hurt,	hurting,	hurt,	having hurt.
Keep,	kept,	keeping,	kept,	having kept.
Know,	knew,	knowing,	known,	having known.
Lay,	laid,	laying,	laid,	having laid.
Lead,	led or leaded,	leading,	led,	having led.
Leave,	left,	leaving,	left,	having left.
Lend,	lent,	lending,	lent,	having lent.
Let,	let,	letting,	let,	having let.
Lie, to lie down.	lay,	lying,	lain,	having lain.
Lose,	lost,	losing,	lost,	having lost.
Make,	made,	making,	made,	having made.
Mean,	meant,	meaning,	meant,	having meant.
Meet,	met,	meeting,	met,	having met.

FORM OF PARSING.

Lost is an irregular active verb; Pres. *lose*, Imp. *lost*; in the Imperfect tense.

Examples.—James *lost* his knife. Henry found a handkerchief. We do our duty. John holds his pen well. Edwin will see you shortly. Esther put on her royal apparel. Amos left his watch. Andrew has gone to the seminary. The Indicative mode has six tenses. The birds flew for fear. Arnold fled for safety. Moses broke the tables. Misers give grudgingly. "The sun *has drank* (a) the dew."—*Bryant*.

Questions.—What tenses of the irregular verbs must the pupil repeat? What does pupil mean? What must be previously done? Why? Why is a knowledge of these necessary? Which verb or participle is put first, where more than one occurs? What is said of *bare*? The meaning of *obsolete*? Of *borne*? Of *Born*? The pronunciation of *bade*? *Ate*? What authority for using *drank*? From what is *wend*? Where is it chiefly used? What is said of *wending*? Of what is *went* the preterit? The meaning of preterit? The meaning of *to bleed*. Of *to blood*? Why is *lost* an irregular verb? What is an irregular verb?

LESSON XXIX.

159. Pres.	Imp.	Pres. Par.	Per. Par.	Comp. Per.
Pay,	paid,	paying,	paid,	having paid.
Put,	put,	putting,	put,	having put.
Read,	read,*	reading,	read,	having read.
Rend,	rent,	rending,	rent,	having rent.
Rid,	rid,	ridding,	rid,	having rid.
Ride,	rode,	riding,	rode,	having rode.
Ring,	rung or rang,	ringing,	rung,	having rung.
Rise,	rose,	rising,	risen,	having risen.
Run,	ran,	running,	run,	having run.
See,	saw,	seeing,	seen,	having seen.

** *Wend* is from the Saxon *wendan*, and is chiefly used in poetry. The participle *wending* frequently occurs in prose. *Went* is the preterit of *wend*, and the adopted preterit of *go*. *Wended* is also used; as, "He wended his way through grove and field."—*Rev. J. A. Clark*.

a *Drank*, as a *per. part.* is insolescent. *Drunk*, except in the sense of intoxicated, is obsolescent. *Insolescent* means coming into use.

* The preterit of *read* is pronounced *red*.

<i>Pres.</i>	<i>Imp.</i>	<i>Pres. Par.</i>	<i>Per. Part.</i>	<i>Comp. Per.</i>
Seek,	sought,	seeking,	sought,	having sought.
Sell,	sold,	selling,	sold,	having sold.
Send,	sent,	sending,	sent,	having sent.
Set,	set,	setting,	set,	having set.
Shake,	shook,	shaking,	shaken or shook,	having shaken.
Shed,	shed,	shedding,	shed,	having shed.
Shoe,	shod,	shoeing,	shod,	having shod.
Shoot,	shot,	shooting,	shot,	having shot.
Shred,	shred,	shredding,	shred,	having shred.
Shrink,	shrank,	shrinking,	shrank,	having shrunk.
Shut,	shut,	shutting,	shut,	having shut.
Sing,	sung or sang,	singing,	sung,	having sung.
Sink,	sunk,	sinking,	sunk,	having sunk.
Sit,	sat,	sitting,	sat,	having sat.
Slay,	slew,	slaying,	slain,	having slain.
Sleep,	slept,	sleeping,	slept,	having slept.
Slide,	slid or slid,	sliding,	slid or slidden,	having slid.
Sling,	slung,	slinging,	slung,	having slung.
Slink,	slunk,	slinking,	slunk, [smote,	having slunk.
Smite,	smote,	smiting,	smitten, smitor	having smitten.
Speak,	spoke,	speaking,	spoken or spoke,	having spoken.
Speed,	sped,	speeding,	sped,	having sped.
Spend,	spent,	spending,	spent,	having spent.
Spin,	spun,	spinning,	spun,	having spun.
Spit,	spit,	spitting,	spit, spat,	having spit.
Split,	split,	splitting,	split,	having split.
Spread,	spread,	spreading,	spread,	having spread.
Spring,	sprung,	springing,	sprung,	having sprung.
Stand,	stood,	standing,	stood,	having stood.
Steal,	stole,	stealing,	stolen,	having stolen.
Stick,	stuck,	sticking,	stuck,	having stuck.
Sting,	stung,	stinging,	stung,	having stung.
Stride,	strode or strid,	striding,	strode or stridden,	having strode.
Strike,	struck,	striking,	struck,	having struck.
Swear,	swore,	swearing,	sworn,	having sworn.
Sweep,	swept,	sweeping,	swept,	having swept.
Swim,	swum or swam,	swimming,	swum,	having swum.
Swing,	swung,	swinging,	swung,	having swung.
Take,	took,	taking,	taken,	having taken.
Teach,	taught,	teaching,	taught,	having taught.
Tear,	tore,	tearing,	torn,	having torn.
Tell,	told,	telling,	told,	having told.
Think,	thought, [ed,	thinking,	thought,	having thought.
Throw,	threw or throw,	throwing,	thrown,	having thrown.
Thrust,	thrust,	thrusting,	thrust,	having thrust.
Tread,	trod,	treading,	trodden or trod,	having trodden.
Wear,	wore,	wearing,	worn,	having worn.
Win,	won,	winning,	won,	having won.
Write,	wrote,	writing,	written,*	having written.

Obs.—The compounds are omitted. They can be conjugated by adverting to the simple verbs of which they are compounded.

FORM OF PARSING.

Teaches is an irregular active verb; *Pres.* teach, *Imp.* taught, *Pres. Part.* teaching, *Per.* taught; I teach, you teach, he teaches; in the Present tense, third person, singular number, and agrees with *grammar*. Rule II.

Examples.—Grammar *teaches* the correct use of language. My sister had written a letter before I called. I will send a package by the next mail. The president slept in Salem. Caleb has known him for many years. David smote the Philistines. Mahomet† wrote the Koran. Biped has two feet. The schol-

* *Writ* is sometimes used in poetry.

† Pronounced Ma'o-met.

ars read very distinctly. Rufus has sold the books. You should always speak the truth. Edward will leave to-morrow.

Questions.—How is the preterit of *read* pronounced? Why are there two *ts* in the participles sitting and setting? What is said of writ? What is said of the compound verbs, such as undertake and forswear, &c.? How can they be conjugated? Why is teaches in third person, singular? How is Mahomet pronounced? What is said about *drank* and *drunk*? The meaning of *inolecent*?

LESSON XXX.

The following list contains those verbs which are sometimes *regular* and sometimes *irregular* in use. That form of the preterit and participle, which is most used by correct writers, is placed first. The regular form is preferable when sanctioned by reputable usage. Those marked *o.* are obsolete. Those marked *ob.* are obsolescent. "*Obsolescent* means *becoming obsolete*."—*Campbell*.

153. Present.	Imperfect	Pres. Par.	Per.	Comp. Per.
Abide,*	abod / or abided,	abiding,	abode or abided,	having abode.
Awake,	awaked or awoke, <i>ob.</i>	awaking,	awaked or awoke, <i>ob.</i>	having awakened.
Bereave,	bereaved or bereft, <i>o.</i>	bereaving,	bereaved or bereft, <i>o.</i>	having bereaved.
Bend,	bent or bended,	bending,	bent or bended,	having bent.
Burn,	burned or burnt, <i>ob.</i>	burning,	burned,	having burned.
Burst,	burst or bursted,	bursting,	burst or bursted,	having burst.
Build,	built or built,	building,	built or built,	having built.
Catch,	caught or catched,	catching,	caught or catched,	having caught.
Chide, [<i>stick</i>],	chided or chid, <i>ob.</i>	chiding,	chided, chid, <i>ob.</i>	having chided.
Cleave, <i>to</i>	cleaved or clave, <i>o.</i>	cleaving,	cleaved, [<i>chidden</i>], <i>ob.</i>	having cleaved.
Clothe,	clothed,	clothing,	clothed or clad, <i>ob.</i>	having clothed.
Creep,	crept or creeped,	creeping,	crept or creeped,	having crept.
Crow,	crowed or crew, <i>o.</i>	crowing,	crowed,	having crowed.
Dare, <i>to ven-</i>	dared or durst, <i>ob.</i>	daring,	dared,	having dared.
Deal, [<i>ture</i>],	dealed or dealt, <i>ob.</i>	dealing,	dealed or dealt, <i>ob.</i>	having dealed.
Dig,	digged or dug, <i>o.</i>	digging,	digged or dug, <i>o.</i>	having digged.
Dwell,	dwelt or dwelled,	dwelling,	dwelt or dwelled,	having dwelt.
Gild,	gilded or gilt, <i>o.</i>	gilding,	gilded or gilt, <i>o.</i>	having gilded.
Gird,	girded,	girding,	girded or girt, <i>o.</i>	having girded.
Grave,	graved,	graving,	graved or graven,	having graved.
Grind,	ground or grinded,	grinding,	ground or grinded,	having ground.
Hang, (1)	hanged or hung, <i>ob.</i>	hanging,	hanged or hung, <i>ob.</i>	having hanged.
Heat,	heated,	heating,	heated,	having heated.
Hew,	hewed,	hewing,	hewed or hewn, <i>o.</i>	having hewed.
Kneel,	kneeled or knelt, <i>o.</i>	kneeling,	kneeled or knelt, <i>o.</i>	having kneeled.
Knit,	knitted or knit, <i>o.</i>	knitting,	knitted or knit, <i>o.</i>	having knitted.
Lade,	laded,	lading,	laded or laden,	having laded.
Lean,	leaned or leant, <i>o.</i>	leaning,	leaned,	having leaned.
Light,	lighted or lit, <i>ob.</i>	lighting,	lighted or lit,	having lighted.
Load,	loaded,	loading,	loaded or laden,	having loaded.
Mow,	mowed,	mowing,	mowed or mown,	having mowed.
Plead,	pleaded or plead, <i>o.</i>	pleading,	pleaded,	having pleaded.
Quit,	quitted or quit, <i>o.</i>	quitting,	quitted,	having quitted.
Reave,	reaved or reft, <i>o.</i>	reaving,	reaved or reft, <i>o.</i>	having reaved.
Rive,	rived,	riving,	rived or riven, <i>ob.</i>	having rived.
Saw,	sawed,	sawing,	sawed or sawn,	having sawed.
Seethe,	seethed,	seething,	seethed or soddan, <i>o.</i>	having seethed.
Shape,	shaped,	shaping,	shaped or shapen, <i>o.</i>	having shaped.
Shave,	shaved,	shaving,	shaved or shaven, <i>o.</i>	having shaved.
Shear,	sheared,	shearing,	sheared or shorn, <i>o.</i>	having sheared.
Shine, †	shined or shone, <i>ob.</i>	shining,	shined or shone, <i>ob.</i>	having shined.

* *Abide*, to dwell, is irregular. *Abide*, in an active sense, meaning to submit, obey, or await, is regular. "Her children abided by her discipline."—*Walk about Zion*. (1) See (m) p. 201.

† *Dare*, to challenge, is always regular.

† *Shone* is *pr.* *shon*.

Present.	Imperfect.	Pres. Par.	Per.	Comp. Par.
Show,*	showed,	showing,	showed † or shown,	having showed.
Slit,	slitted or slit, o.	slitting,	slitted or slit, o.	having slitted.
Smell,	smelled or smelt, o.	smelling,	smelled or smelt, o.	having smelled.
Sow,	sowed,	sowing,	sowed or sown, ob.	having sowed.
Spell,	spelled or spelt, ob.	spelling,	spelled or spelt, ob.	having spelled.
Spill,	spilled or spilt, ob.	spilling,	spilled or spilt, ob.	having spilled.
String,	strung or stringed,	stringing,	strung or stringed,	having strung.
Strive,	strived or strove,	striving,	strived or strove,	having strived.
Strow, ‡	strowed,	strowing,	strowed or strown ob.	having strowed.
Sweat,	sweated or sweat, o.	sweating,	sweated or sweat, o.	having sweated.
Swell,	swelled,	swelling,	swelled or swollen, ob.	having swelled.
Thrive,	thrived or throve, o.	thriving,	thrived or thriven, o.	having thrived.
Wake,	waked or woke, ob.	waking,	waked,	having waked.
Wax,	waxed,	waxing,	waxed or waxen, o.	having waxed.
Weave,	wove or weaved,	weaving,	woven or weaved,	having woven.
Weep,	wept or weeped,	weeping,	wept or weeped,	having wept.
Wind,	wound or winded,	winding,	wound or winded,	having wound.
Wont, §	wont or wonted,	wonting,	wont or wonted,	having wonted.
Work,	worked or wrought,	working,	worked or wrought,	having worked.
Wring,	wrung or wringed,	wringing,	wrung or wringed,	having wrung.

Examples.—I have *showed* these signs unto them.—His candle shined upon my bed. Paul *waxed* bold. God *has showed* me that I should not call any man common or unclean. Him they *hanged* on a tree.—*Bible.* The sheriff *has hanged* the criminal. Joseph *lighted* the lamps. Theodore *mowed* two acres of grass. The mariner || *worked* his passage from Liverpool to Baltimore. ‘A light *shined* in the prison.’—*Acts.* The defendant *pleaded* his own cause. Peter *kneeled*. The hat *hangs* (a) on a nail.

Questions.—In what respect does this table of verbs differ from the preceding? Which form of the verb or participle is placed first? Which form of the verb is preferable, the regular or irregular? When preferable? What kinds of verbs are designated by o.? What by ob.? The meaning of obsolescent? On whose authority? What is said of abide? Of dare? How is shone pronounced? What is said of shew and strow? What is said of the perfect participle showed? By whom is it authorized? What is said of wont? Wonted?

LESSON XXXI.

DEFECTIVE VERBS.

154. A *defective verb* is a verb that is wanting in some of its modes, tenses, or participles.

155. *Present. Imper. Pres. Par. Perf. Par. Comp. Per.*

Can,	could,	—	—	—
May,	might,	—	—	—
Shall,	should,	—	—	—
Will,	would,	—	—	—
Must,	—	—	—	—

Must is used with have in the Perfect tense, Potential mode. The auxiliaries do, be, and have, are not defective. *Will* is sometimes a principal verb, and is then regular and complete in all its participles and tenses.?

* Shew and Strow should not be used for show and strow.

† Showed as a perfect participle is authorized by Dr. Webster.

‡ Wont is properly the perfect participle of the obsolete verb *won* or *wons*, from the Saxon *wunian*, which means to dwell or abide, being contracted for *wonned* or *woned*; Pres. *wont*, to use; Per. par. *wont*, used, or accustomed.—*Ask.* *Wonted* is often used as an adjective. α See note (m) on page 201.

|| Compounded of *mā're* the sea, and *a'nēr* a man.

156. *Conjugation of will.*—Pres. will, Imp. willed, Pres. Par. willing, Per. willed. *Synopsis.*—Ind. Pres. will, Imp. willed, Per. have willed, Pluper. had willed, First fut. shall, will, or will have, Second fut. shall have willed, or will have willed.

IMPERATIVE MODE.

Explanations.—Imperative means commanding. A command must necessarily be made to a second person, and at the present time; but the command must be executed at some future time, or subsequent to its being given. The imperative mode is the simple form of the verb without any variation. A verb in the Imperative mode implies a command when addressed to an inferior. If uttered in a respectful or civil manner to *any* person, it may express entreaty, exhortation, request, or permission. A verb in this mode generally has its nominative understood, and then agrees with *thou, ye, or you* understood.

157. The *Imperative mode* of the verb is used to command, entreat, exhort, or permit; and has the nominative after the verb.

158. "The helping verb *do* is frequently used in the Imperative mode."

159.

IMPERATIVE MODE.

FAMILIAR STYLE.

Singular and Plural.

Active. 2. Obey you, *or* do you obey; obey, *or* do obey.

Neuter. 2. Rise you, *or* do you rise; rise *or* do rise.

FORM OF PARSING.

Love is a regular active verb, in the Imperative mode, either singular or plural number, and agrees with *you* understood by Rule II.

Examples.—*Love* your enemies. Obey your teachers. Respect your superiors. Treat your inferiors with kindness. Aim at improvement in every thing. Live in peace with all men. Submit to your rulers. Deceive no person. Do not indulge a vain spirit. Forgive my sins. Defraud no man. Depart peaceably.

Questions.—What is a defective verb? Repeat the Imperfect of *can*? *may*? *shall*? *will*? *must*? What is said respecting *must*? *do*? *be*? *have*? What is said of *Will*? Conjugate it? Give its synopsis? What does *imperative* mean? To whom must a command be made? When? When must it be executed? Is the verb in the Imperative mode varied? When does it imply a command? What is said respecting the nominative to a verb in the Imperative mode? With what does it agree? Define the Imperative mode? How is *do* used? Decline *obey*? *rise*? What pronoun in the sentence "love your enemies," proves the verb to be of the second person?

LESSON XXXII.

PASSIVE VERBS.

Explanations.—*Passive* means *receiving*. The nominative case to a passive verb receives the action expressed by the verb, and is

said to be acted upon, and may properly be termed a passive nominative. The nominative to an active verb may be termed an active nominative. The instructress was obeyed by her pupils. *Instructress* received the action expressed by the verb *was obeyed*, and is, consequently, a passive nominative, which determines the verb *was obeyed* to be a passive verb. All passive verbs are composed of two or more words, one of the parts of the verb *be* or *am*, and the perfect participle of some active verb. *Was obeyed*, is composed of the verb *was*, the Imperfect tense of *be* or *am*, and the perfect participle *obeyed*, from the active verb obey. The agent of an active verb becomes the object of the preposition *by* in the passive voice, sometimes of *with* or *in*. Pupils is governed by the preposition *by*, and in the active voice reads thus, The pupils obeyed their instructress. In this example, pupils is an active nominative, and is the subject of the active verb obeyed. All active verbs can be made *passive*, and all passive verbs can be made *active*, when used with a correspondent meaning. You can easily distinguish a passive verb, if you are thoroughly acquainted with the various inflexions of the verb *be*. You should endeavor to know the parts of this verb at sight, which are *be, am, art, is, are, was, wast, were, wert, been, and being*, because, including its variations, this verb occurs more frequently than any other verb in the language. Join the perfect participle of an active verb to any of the foregoing words, parts of the verb *be*, and you will make a passive verb or participle. The passive verb will always be of the same person and number that the verb *be* is of which it is in part composed. The perfect participle, which is added to it, is never varied in form in any mode or tense. The good scholar is loved by his teacher. The verb *is*, a variation of the verb *be* or *am*, is in the Indicative mode, present tense. The passive verb, *is loved*, is in the same mode and tense. You will frequently change active verbs into passive, and passive verbs into active.

160. "Active verbs are the same as verbs in the active voice; passive verbs are the same as verbs in the passive voice."

161. A passive verb denotes action received by its nominative case, or the noun or pronoun to which the verb refers.

162. A passive* verb is formed by subjoining the perfect participle of an active verb, to the verb *be* or *am* in any of its modes or tenses.

163. The Perfect tense of the Indicative mode, active voice, becomes the present passive, by changing *have* into *am*.

164. *Synopsis of am obeyed*.—Ind. Pres. am obeyed, Imp. was obeyed, Per. have been obeyed, Plup. had been obeyed, First

* Or, "Passive verbs are formed by joining an active verb to the neuter verb *am*."

fut. shall be obeyed, or will be obeyed, Sec. fut. shall have been obeyed, or will have been obeyed; Poten. Pres. may be obeyed, can be obeyed, must be obeyed; Imper. might be obeyed, could be obeyed, would be obeyed, should be obeyed; Per. may have been obeyed, can have been obeyed, must have been obeyed; Pluper. might have been obeyed, could have been obeyed, would have been obeyed, should have been obeyed.

165. Conjugation of *am* and of *obey* in both voices.

	<i>Pres.</i>	<i>Imp.</i>	<i>Pres. Par.</i>	<i>Per.</i>
<i>Neuter.</i>	Be or am,	was,	being,	been.
<i>Passive.</i>	Am obeyed;	was obeyed,	being obeyed,	obeyed.
<i>Active.</i>	Obey,	obeyed,	obeying,	obeyed

DECLENSION.

166. INDICATIVE MODE.

PRESENT TENSE.

NEUTER	PASSIVE.	ACTIVE.
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I am.	1. I am obeyed.	1. I obey.
2. You are.	2. You are obeyed.	2. You obey.
3. He is.	3. He is obeyed.	3. He, she, or it obeys.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We are.	1. We are obeyed.	1. We obey.
2. You are.	2. You are obeyed.	2. You obey.
3. They are.	3. They are obeyed.	3. They obey.

IMPERFECT TENSE.

<i>Singular</i>	<i>Singular.</i>	<i>Singular.</i>
1. I was.	1. I was obeyed.	1. I obeyed.
2. You were.	2. You were obeyed.	2. You obeyed.
3. He was.	3. He was obeyed.	3. He obeyed.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We were.	1. We were obeyed.	1. We obeyed.
2. You were.	2. You were obeyed.	2. You obeyed.
3. They were.	3. They were obeyed.	3. They obeyed.

PERFECT TENSE.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I have been.	1. I have been obeyed.	1. I have obeyed.
2. You have been.	2. You have been obeyed.	2. You have obeyed.
3. He has been.	3. He has been obeyed.	3. He has obeyed.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We have been.	1. We have been obeyed.	1. We have obeyed.
2. You have been.	2. You have been obeyed.	2. You have obeyed.
3. They have been.	3. They have been obeyed.	3. They have obeyed.

PLUPERFECT TENSE.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I had been.	1. I had been obeyed.	1. I had obeyed.
2. You had been.	2. You had been obeyed.	2. You had obeyed.
3. He had been.	3. He had been obeyed.	3. He had obeyed.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We had been.	1. We had been obeyed.	1. We had obeyed.
2. You had been.	2. You had been obeyed.	2. You had obeyed.
3. They had been.	3. They had been obeyed.	3. They had obeyed.

FIRST FUTURE TENSE.

Singular.

1. I shall or will be.
2. You shall or will be.
3. He shall or will be.

Plural.

1. We shall or will be.
2. You shall or will be.
3. They shall or will be.

Singular.

1. I shall or will be obeyed.
2. You shall or will be obeyed.
3. He shall or will be obeyed.

Plural.

1. We shall or will be obeyed.
2. You shall or will be obeyed.
3. They shall or will be obeyed.

Singular.

1. I shall or will obey.
2. You shall or will obey.
3. He shall or will obey.

Plural.

1. We shall or will obey.
2. You shall or will obey.
2. They shall or will obey

SECOND FUTURE TENSE.

Singular.

1. I shall have been.
2. You shall or will have been.
3. He shall or will have been.

Plural.

1. We shall have been.
2. You shall or will have been.
3. They shall or will have been.

Singular.

1. I shall have been obeyed.
2. You shall or will have been obeyed.
3. He shall or will have been obeyed.

Plural.

1. We shall have been obeyed.
2. You shall or will have been obeyed.
3. They shall or will have been obeyed.

Singular.

1. I shall have obeyed.
2. You shall or will have obeyed.
3. He shall or will have obeyed.

Plural.

1. We shall have obeyed.
2. You shall or will have obeyed.
3. They shall or will have obeyed.

FORM OF PARSING.

Was written is an irregular passive verb, Pres. am written, Imp. was written,—in the Imp. tense.

Examples.—Moses wrote the pentateuch. The pentateuch *was written* by Moses. The decalogue is found in the pentateuch. Obstreperous action annoys us. We are annoyed by obstreperous action. Prairies are often covered with tall, coarse grass. A whole school is frequently disgraced by the ill conduct of one scholar. Grammar will be taught practically. The wind had propelled the ship. The ship had been propelled by the wind.

Questions.—What does *passive* mean? What case receives the action expressed by the verb? What kind of nominative may it be termed? What may the nominative to an active verb be termed? What kind of nominative is instructress? Why is *was obeyed* a passive verb? Of how many words are all passive verbs composed? Of what is *was obeyed* composed? What is said respecting the agent of an active verb? Of what verb is pupils the subject? Can all active verbs be made passive? And all passive verbs active? Is a thorough acquaintance with the variations of the verb *be* necessary? Why? Repeat the parts of the verb *be*? Join the perfect participle of an active verb to any of these, and what does the verb become? Of what person and number will the passive verb be? Is the perfect participle ever varied? Where do you find *is*? *Is loved*? Why? Active verbs are the same as what? Passive verbs? What does a passive verb denote? How is a passive verb formed? How is the present passive formed? Give the synopsis of *am obeyed* in the Ind.? In the Pot.? Conjugate *am*.? *Am obeyed*.? *Obey*.? Decline *am*, *am obeyed*, and *obey* in the Indicative mode? Why is *was written* a passive verb? Why irregular? How formed? Will you change "Brutus slew Cæsar," into the passive voice? "Alexander conquered the world?" "Babylon means confusion?" "James spells his words well?"

LESSON XXXIII.

167.

INFINITIVE MODE.

No number nor person.

	<i>Neuter.</i>	<i>Passive.</i>	<i>Active.</i>
<i>Present.</i>	To be.	To be obeyed.	To obey.
<i>Perfect.</i>	To have been.	To have been obeyed.	To have obeyed.

168.

PARTICIPLES.

No number nor person.

	<i>Neuter.</i>	<i>Passive.</i>	<i>Active.</i>
<i>Present.</i>	Being.*	Being obeyed.	Obeying.
<i>Perfect.</i>	Been.	Obeied.	Obeied.
<i>Com. Per.</i>	Having been	Having been obeyed.	Having obeyed.

169. Neuter verbs in the Infinitive mode are declined like *be* or the active voice of *obey* or *see*.

170. Most neuter participles are declined like *being* or *sitting*, or like *obeying* in the active voice.

171. The present participles, *eyeing*, *hoeing*, *shoeing*, *singeing*, *twingeing*, and *dyeing*, from the verb *dye*, retain the letter *e* of their verbs.*—*Webster's Dictionary*.†

172. Verbs ending with *ie* change *ie* into *y* before *ing*; and those ending with *y* add *ing* without changing the *y*.

173. "Participles are generally placed after the nouns or pronouns to which they refer;" they are sometimes placed before them.

FORM OF PARSING.

Having executed is a participle from the regular active verb *execute*. Active voice, Pres. *executing*, Per. *executed*, Comp. per. *having executed*,—in the Comp. Per. tense, and refers to officer. Rule XV. *To have died* is a regular neuter verb, Pres. *to die*, Per. *to have died*,—in the Infinitive mode, Perfect tense.

Examples.—The officer *having executed* his orders, returned to his residence. That unhappy man is supposed to *have died* by violence. The vessel is expected to arrive daily. He kept his eye fixed on the prospect before him. Having been deceived, he lost all confidence. The sheriff found a man transgressing the laws. Having been flattered, she became vain. Having been deserted, he despaired of success. Some questions are difficult to be solved. He was persuaded to abandon a vicious life. The criminal was sentenced to be hanged. Theresa was forbid to approach the emperor. A traveller, being informed of dangers surrounding him, pursued his journey.

* For reasons see participles in the Recapitulation on page 129, 130.

† Dr. Wayland adds *vieing*

Questions.—Decline *be* and *obey* in the Infinitive mode? Decline them as participles. Have the Infinitive mode and participles any person or number? Like what are verbs in the Infinitive mode declined? Like what are neuter participles? What participles retain the *e* of their verbs? What is said of verbs ending with *ie* and *y*? The position of participles? Like what is having executed declined? Like what is *to have died* declined?

LESSON XXXIV.

POTENTIAL MODE.

174. *Synopsis of obey.*—Active voice. Pot. Pres. may obey, can obey, must obey; Imp. might obey, could obey, would obey, should obey; Per. may have obeyed, can have obeyed, must have obeyed; Pluper. might have obeyed, could have obeyed, would have obeyed, should have obeyed. Give the Synopsis of *be* or *am* in the Pot. Of *may* be obeyed, &c.†

DECLENSION.

POTENTIAL MODE.

NEUTER.	PASSIVE.	ACTIVE.
	PRESENT TENSE.	
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I may, can, or must be.	1. I may, can, or must be obeyed.	1. I may, can, or must obey.
2. You may, can or must be.	2. You may, can, or must be obeyed.	2. You may, can, or must obey.
3. He may, can, or must be.	3. He may, can, or must be obeyed.	3. He may, can or must obey.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We may, can, or must be.	1. We may, can, or must be obeyed.	1. We may, can, or must obey.
2. You may, can, or must be.	2. You may, can, or must be obeyed.	2. You may, can, or must obey.
3. They may, can, or must be.	3. They may, can, or must be obeyed.	3. They may, can, or must obey.
	IMPERFECT TENSE.	
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I might, could, would, or should be.	1. I might, could, would, or should be obeyed.	1. I might, could, would, or should obey.
2. You might, could, would, or should be.	2. You might, could, would, or should be obeyed.	2. You might, could, would, or should obey.
3. He might, could, would, or should be.	3. He might, could, would, or should be obeyed.	3. He might, could, would, or should obey.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We might, could, would, or should be.	1. We might, could, would, or should be obeyed.	1. We might, could, would, or should obey.
2. You might, could, would, or should be.	2. You might, could, would, or should be obeyed.	2. You might, could, would, or should obey.
3. They might, could, would, or should be.	3. They might, could, would, or should be obeyed.	3. They might, could, would, or should obey.

†“When &c. is used, the pupil is not to say *and so forth*, or *and the rest*, but to tell the whole.”

PERFECT TENSE.

Singular.

1. I may, can, or must have been.
2. You may, can, or must have been.
3. He may, can, or must have been.

Plural.

1. We may, can, or must have been.
2. You may, can, or must have been.
3. They may, can, or must have been.

Singular.

1. I may, can, or must have been obeyed.
2. You may, can, or must have been obeyed.
3. He may, can, or must have been obeyed.

Plural.

1. We may, can, or must have been obeyed.
2. You may, can, or must have been obeyed.
3. They may, can, or must have been obeyed.

Singular.

1. I may, can, or must have obeyed.
2. You may, can, or must have obeyed.
3. He may, can, or must have obeyed.

Plural.

1. We may, can, or must have obeyed.
2. You may, can, or must have obeyed.
3. They may, can, or must have obeyed.

PLUPERFECT TENSE.

Singular.

1. I might, could, would, or should have been.
2. You might, could, would, or should have been.
3. He might, could, would, or should have been.

Plural.

1. We might, could, would, or should have been.
2. You might, could, would, or should have been.
3. They might, could, would, or should have been.

Singular.

1. I might, could, would, or should have been obeyed.
2. You might, could, would, or should have been obeyed.
3. He might, could, would, or should have been obeyed.

Plural.

1. We might, could, would, or should have been obeyed.
2. You might, could, would, or should have been obeyed.
3. They might, could, would, or should have been obeyed.

Singular.

1. I might, could, would, or should have obeyed.
2. You might, could, would, or should have obeyed.
3. He might, could, would, or should have obeyed.

Plural.

1. We might, could, would, or should have obeyed.
2. You might, could, would, or should have obeyed.
3. They might, could, would, or should have obeyed.

FORM OF PARSING.

Could have prepared, is a regular active verb. Pres. prepare, Imp. prepared, Pres. Par. preparing, Per. prepared. Pot. mode, Pres. may prepare, can prepare, must prepare; Imp. might prepare, could prepare, would prepare, should prepare; Per. may have prepared, can have prepared, must have prepared; Pluper. might have prepared, could have prepared, would have prepared, should have prepared; in the Potential mode, Plup. tense, third person sing. and agrees with James. Rule II.

Examples.—James *could have prepared* his lesson sooner. More attention might have been devoted to it. He must have idled away his time. Idlers should be reproved. Truant boys must be punished. The boys may have a recess. The Potential mode might be discarded. It could be resolved into the Indicative and Infinitive modes. An attempt to resolve it into other modes would frequently perplex the learner. A knowledge of it can be easily obtained.

Questions.—Will you give a Synopsis of obey? Of *be* or *am*? Of *may be obeyed* in the Pot.? Decline *be*, *am obeyed*, and *obey* in the Potential mode? Why is *could have prepared* in the Potential mode? Why in the third person, sing.? Ans. Because its nominative James is. What direction respecting &c.? What does &c. mean?

LESSON XXXV.

SOLEMN STYLE.

Explanations.—"The solemn style is used, chiefly, in the Bible and in prayer." The Society of Friends retain it in common parlance. It consists in using *thou* in the singular number, and *ye* in the plural, instead of using *you* in both numbers as in the familiar style. Verbs of the first person singular and of all the persons in the plural number, are not varied in either style. The solemn style affects the terminations of the second and third persons only. The third person singular ends with *th** or *eth*, which affects only the *present Ind.* and *hath* of the Perf. No other tenses vary the verb in the third person. The second person, singular, ends with *st*, *est*, or *t* only. Shall and will in the second have *shalt* or *wilt*. *Shalt* is contracted from *shallest*, and *wilt* from *willest*. *Had* and *hadst* are used for *haved* and *havedst*; and *has*, *hath*, and *hast*, are used for *haves*, *haveth*, and *havest*. *Saith* and *said* are used for *sayeth* and *sayed*. The verb undergoes similar modifications in adding *st* or *est* as when *es* is added to it; and this termination is added to the principal verb of the simple tenses, and to the auxiliary in the compound tenses. *Do* when an auxiliary, is declined, I do, thou dost, he doth, (pro. doo, dust, duth.) When a principal verb, it is declined, I do, thou doest, he doeth. Most of the varieties of terminations which occur are exhibited in the verbs which follow.

SOLEMN STYLE.

175.

PRESENT TENSE.

Singular.

1. I obey.	I am.	I have.	I go.	I put.
2. Thou obeyest.	Thou art.	Thou hast.	Thou goest.	Thou puttest.
3. He obeyeth.	He is.	He hath.	He goeth.	He putteth.

Plural.

1. We obey.	We are.	We have.	We go.	We put.
2. Ye obey.	Ye are.	Ye have.	Ye go.	Ye put.
3. They obey.	They are.	They have.	They go.	They put.

IMPERFECT TENSE.

Singular.

1. I obeyed.	I was.	I had.	I went.	I put.
2. Thou obeyedst.	Thou wast.	Thou hadst.	Thou wentest.	Thou puttest.
3. He obeyed.	He was.	He had.	He went.	He put.

Plural.

1. We obeyed.	We were.	We had.	We went.	We put.
2. Ye obeyed.	Ye were.	Ye had.	Ye went.	Ye put.
3. They obeyed.	They were.	They had.	They went.	They put.

PRESENT TENSE.

176.

Singular.

1. I pass.	I try.	I see.	I commit.	I study.
2. Thou passest.	Thou triest.	Thou seest.	Thou committest.	Thou studieth.
3. He passeth.	He trieth.	He seeth.	He committeth.	He studieth.

*"The termination *th* or *eth* instead of *s* or *es*, has now become obsolete; and ought, therefore, to be confined to quotations from scripture."

1. I say.	I ought.	I can.	I will.	I must.
2. Thou say- est.	Thou ought- est.	Thou canst.	Thou wilt.	Thou must.
3. He saith.	He ought.	He can.	He will.	He must.

IMPERFECT TENSE.

Singular.

1. I journeyed.	I studied.	I knew.	I fled.	I committed.
2. Thou jour- neyedst.	Thou studi- edst.	Thou knew- est.	Thou fled- dest.	Thou commit- tedst.
3. He journey- ed.	He studied.	He knew.	He fled.	He commit- ted.

177. "Regular verbs in the Present tense are declined like obey, study, or commit; and in the Imperfect tense like obeyed, studied, or committed. Most irregular verbs in the Present tense are declined like go, see, or put, and in the Imperfect tense like fled or knew. Had, did, may, might, could, would, and should, are declined like can. Shall is declined like will."

FORM OF PARSING.

Hast improved is a reg. active verb; Pres. improve, Imp. improved, Pres. Par. improving, Per. improved. Per. tense, have improved; I have improved, thou hast improved; in the second person, sing. solemn style, and agrees with thou. A verb agrees with its nominative in person, number, and style.

Examples.—Thomas, thou *hast not improved* thy time. Thou wilt be chastised by thy father. Thou journeyedst through aspen wilds. Thou knewest that thy duty had been neglected. Thou art to be commended for thy frankness. Ye are too much engrossed with worldly occupations. Thou shouldst seek a knowledge of thine own character. Thou shouldst have observed my directions. Thou didst prefer pleasure to virtue.

Questions.—Where is the solemn style used? Who retain it in common parlance? The meaning of parlance? Conversation. In what does it consist? What verbs are not varied? What persons only are affected in their terminations? What person only ends with *th* or *eth*? What tenses only does *th* or *eth* affect? What remark in the reference respecting *th* or *eth*? What person ends with *st*, *est*, or *t*? What words in the second person end with *t*? From what is *shalt* contracted? Wilt? Had and hadst? For what is saith used? What modifications does the verb undergo when *st* or *est* is added to it? What when *th* or *eth* is added? The same as *st* or *est*. To what verbs is the termination *st*, or *est* added? Decline *do* when an auxiliary. How are *do*, *dost*, and *dost* pronounced? How declined when a principal verb? Decline 175. Decline 176. Like what are regular verbs in the present tense declined? In the Imperfect? Irregular verbs in the present tense? In the Imperfect? What verbs are declined like *can*? Like what is *shall* declined?

LESSON XXXVI.

IMPERATIVE MODE.

178.

FAMILIAR STYLE.

Singular and Plural.

NEUTER.

Be you, or do you be.

PASSIVE.

Be you obeyed, or do
you be obeyed.

ACTIVE.

Obey you, or do you
obey.

179.

SOLEMN STYLE.

*Singular.*Be thou, or do thou
be.Be thou obeyed, or do
thou be obeyed.Obey thou, or do
thou obey.

Plural.

Be ye, or do ye be. Be ye obeyed, or do ye be obeyed. Obey ye, or do ye obey.

180. NEGATION.

The negative form is when the adverb *not* is used. The word *not* is generally placed after the principal verb, or after the first auxiliary.

INTERROGATION.

181. The interrogative form is when a question is asked. Interrogative means asking. The Indicative and Potential modes are used in asking questions. A verb* is placed before the nominative when no auxiliary is used; and the first auxiliary is placed before the nominative when *one* or *more* auxiliaries are used.

182. Declension of *go* in the Affirmative, Negative, and Interrogative forms, in the Present, Imperfect, and Perfect tenses.

INDICATIVE MODE.

AFFIRMATIVE. NEGATIVE. INTERROGATIVE.

Singular.

- | | | |
|----------------|--------------------|-----------------|
| 1. I go. | 1. I go not. | 1. Go I ? |
| 2. Thou goest. | 2. Thou goest not. | 2. Goest thou ? |
| 3. He goeth. | 3. He goeth not. | 3. Goeth he ? |

Plural.

- | | | |
|-------------|-----------------|--------------|
| 1. We go. | 1. We go not. | 1. Go we ? |
| 2. Ye go. | 2. Ye go not. | 2. Go ye ? |
| 3. They go. | 3. They go not. | 3. Go they ? |

IMPERFECT TENSE.

Singular.

- | | | |
|------------------|----------------------|-------------------|
| 1. I went. | 1. I went not. | 1. Went I ? |
| 2. Thou wentest. | 2. Thou wentest not. | 2. Wentest thou ? |
| 3. He went. | 3. He went not. | 3. Went he ? |

Plural.

- | | | |
|---------------|-------------------|----------------|
| 1. We went. | 1. We went not. | 1. Went we ? |
| 2. Ye went. | 2. Ye went not. | 2. Went ye ? |
| 3. They went. | 3. They went not. | 3. Went they ? |

PERFECT TENSE.

Singular.

- | | | |
|--------------------|------------------------|--------------------------|
| 1. I have gone. | 1. I have not gone. | 1. Have I gone ? |
| 2. Thou hast gone. | 2. Thou hast not gone. | 2. Hast thou gone ? |
| 3. He hath gone. | 3. He hath not gone. | 3. Hath or has he gone ? |

Plural.

- | | | |
|--------------------|------------------------|---------------------|
| 1. We have gone. | 1. We have not gone. | 1. Have we gone ? |
| 2. Ye have gone. | 2. Ye have not gone. | 2. Have ye gone ? |
| 3. They have gone. | 3. They have not gone. | 3. Have they gone ? |

The scholar will extend *go* through the remaining tenses of the Indicative mode in each form.

183. With the auxiliary *do*.

PRESENT TENSE.

Singular.

- | | | |
|------------------|----------------------|-------------------|
| 1. I do go. | 1. I do not go. | 1. Do I go ? |
| 2. Thou dost go. | 2. Thou dost not go. | 2. Dost thou go ? |
| 3. He doth go. | 3. He doth not go. | 3. Doth he go ? |

* This remark applies to questions asked with a verb. When a question depends on an interrogative word the nominative either precedes or follows the verb. (See Lesson 39.)

Plural.

- | | | |
|----------------|--------------------|-----------------|
| 1. We do go. | 1. We do not go. | 1. Do we go ? |
| 2. Ye do go. | 2. Ye do not go. | 2. Do ye go ? |
| 3. They do go. | 3. They do not go. | 3. Do they go ? |

IMPERFECT TENSE.

Singular.

- | | | |
|-------------------|-----------------------|--------------------|
| 1. I did go. | 1. I did not go. | 1. Did I go ? |
| 2. Thou didst go. | 2. Thou didst not go. | 2. Didst thou go ? |
| 3. He did go. | 3. He did not go. | 3. Did he go ? |

Plural.

- | | | |
|-----------------|---------------------|------------------|
| 1. We did go. | 1. We did not go. | 1. Did we go ? |
| 2. Ye did go. | 2. Ye did not go. | 2. Did ye go ? |
| 3. They did go. | 3. They did not go. | 3. Did they go ? |

184. Synopsis with *thou*—Ind. Thou goest, thou wentest, thou hast gone, thou hadst gone, thou shalt go or wilt go, thou shalt have gone or wilt have gone. Pot. Thou mayst go, thou canst go, thou must go, thou mightst go, thou couldst go, thou wouldst go, thou shouldst go, thou mayst have gone, thou canst have gone, thou must have gone, thou mightst have gone, thou couldst have gone, thou wouldst have gone, thou shouldst have gone. Imperative. Go thou, or do thou go, or go.

185. The verb *see* negatively in the Passive voice. Ind. Thou art not seen, thou wast not seen, thou hast not been seen, thou hadst not been seen, thou shalt not be seen, thou wilt not be seen, thou shalt not have been seen, thou wilt not have been seen. Pot. Thou mayst not be seen, thou canst not be seen, thou must not be seen, thou mightst not be seen, thou couldst not be seen, thou wouldst not be seen, thou shouldst not be seen, thou mayst not have been seen, thou canst not have been seen, thou must not have been seen, thou mightst not have been seen, thou couldst not have been seen, thou wouldst not have been seen, thou shouldst not have been seen. Imperative. Be thou not seen, or do thou not be seen.

186. *Find*. Ind. Active. Thou findest, &c. Passive. Thou art found, &c. *Separate*. Active, Ind. Thou separatest, &c. Passive, thou art separated, &c.

187. Synopsis of *find* in the third person with the noun boy. Familiar style. Ind. Active. The boy finds, the boy found, the boy has found, the boy had found, the boy shall find or will find, the boy shall have found or will have found. Pot. The boy may find, can find, must find, &c. Passive. The boy is found, the boy was found, the boy has been found, &c. Third person, plural. The boys are found, the boys were found, the boys have been found, &c. First person, plural. We are found, &c.

188. Interrogative sentences used negatively, have the adverb *not* after the nominative.

189. *Find* used negatively and interrogatively. Ind. Active. Find you not? Do you not find? Found you not? Did you not find? Have you not found? Had you not found? &c. *Passive*. Are you not found? Were you not found? Have you not been found? &c. Pot. may you not be found? &c.

Conjugation of Teach.

- | | | | |
|-------------------|-------------|-------------------|-------------|
| 190. <i>Pres.</i> | <i>Imp.</i> | <i>Pres. Par.</i> | <i>Per.</i> |
| Teach, | taught, | teaching, | taught |

191.

DECLENSION. PASSIVE VOICE.

Affirmative, negative, and interrogative.

PRESENT TENSE.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I am taught.	1. I am not taught.	1. Am I taught?
2. Thou art taught.	2. Thou art not taught.	2. Art thou taught?
3. He is taught.	3. He is not taught.	3. Is he taught?
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We are taught.	1. We are not taught.	1. Are we taught?
2. Ye are taught.	2. Ye are not taught.	2. Are ye taught?
3. They are taught.	3. They are not taught.	3. Are they taught?

IMPERFECT TENSE.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I was taught.	1. I was not taught.	1. Was I taught?
2. Thou wast taught.	2. Thou wast not taught.	2. Wast thou taught?
3. He was taught.	3. He was not taught.	3. Was he taught?
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We were taught.	1. We were not taught.	1. Were we taught?
2. Ye were taught.	2. Ye were not taught.	2. Were ye taught?
3. They were taught.	3. They were not taught.	3. Were they taught?

PERFECT TENSE.

<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. I have been taught.	1. I have not been taught.	1. Have I been taught?
2. Thou hast been taught.	2. Thou hast not been taught.	2. Hast thou been taught?
3. He hath or has been taught.	3. He hath not been taught.	3. Hath he been taught?
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. We have been taught.	1. We have not been taught.	1. Have we been taught?
2. Ye have been taught.	2. Ye have not been taught.	2. Have ye been taught?
3. They have been taught.	3. They have not been taught.	3. Have they been taught?

II.

NOUNS IN APPPOSITION.

Explanations. Nouns frequently succeed each other, meaning the same thing. These nouns of synonymous meaning, which follow in succession, are used to explain some preceding noun or pronoun, or to express the title it assumes, and are said to agree in case with it, or to be in apposition with it. Apposition means addition,—it implies that another name is added for the same thing. One, two, three, or several nouns may be used to explain a preceding noun or pronoun, referring to the same thing. Nouns in apposition are not unfrequently connected by conjunctions,* that is, the mere particulars which make up a whole. Pronouns, also, agree in case with nouns. Nouns in apposition may come either all before the verb or all after it; or one before it, and the other after it. The subject of a verb stands before it except when a sentence is inverted or transposed, and is the nominative to the verb. The word which comes after a verb meaning the same thing as that which precedes it, is parsed as the nominative after, when it is the nominative case which precedes the verb. When the *objective* case precedes the verb, it has the same case after it. 'Howard, the philanthropist, was a benefactor to man.' Howard, being the leading noun in the sentence, governs the verb was;

* See 698,—the conjunctions *and* and *or*.

and is, therefore, in the nominative case. Philanthropist meaning the same thing, being used to tell who Howard was, or the title by which he was distinguished, is also in the nominative case ; and agrees in case with Howard, or is in apposition with it. The words, Howard and philanthropist, both stand before the verb was. The word benefactor, being placed after the verb, and meaning the same thing that Howard does, is parsed in the nominative after *was* ; or it more properly agrees in case with Howard. The nominative after a verb is termed a predicate. The predicate is what is said of the subject or nominative case. *Benefactor*, or *benefactor to man*, is what is said or predicated of Howard. Adjunct means joined to. *To man* is an adjunct of the noun benefactor, being added to define it. An adjunct is composed of a noun or pronoun and the preposition which governs it. Sometimes adjectives, articles, and the like, come between the preposition and its objective. These adjuncts have no influence in the regimen of the verb. The principal verbs that have the same case both *before* and *after* them, are *be* or *am* and its variations, and some other *neuter*, and *passive* verbs.

192. RULE VIII. Nouns or pronouns signifying the same person or thing, agree in case.

193. RULE IX. Any verb may have the same case after it as before it, when both words signify the same person or thing.

FORM OF PARSING.

Apostle is a common noun, third person, singular number, in the nominative case, and agrees in case with Peter. Rule VIII. *Christian* is a common noun, third person, singular number, in the nominative case after lived, or agrees in case with Peter. Repeat 193, or Rule IX.

Examples.—Peter, the *apostle*, lived a *Christian*. He died a martyr. Virginia has given birth to four presidents,—George Washington, Thomas Jefferson, James Madison, and James Monroe. John Adams, a native of Massachusetts, was the second president of the United States. Thomas Jefferson was his successor. Benjamin Franklin, a philosopher, statesman, and patriot, acted a conspicuous part in the achievement of his country's independence. John the Baptist was beheaded by Herod Antipas, the tetrarch. Cicero, the orator, inveighed loudly against Catiline, the conspirator. Titus, the son of Vespasian, a Roman emperor, destroyed Jerusalem, the Jewish capital. Homer, a Greek author, is styled the prince of poets. Harriet took her to be Susan. Her name was Susan. I expected him to be chosen governor. He was chosen governor. I supposed him to be a man of probity. Humility is the first fruit of religion.

Questions.—Decline *be* and *obey* in the *familiar* style, Imperative mode ? In the *solemn* style ? What is the negative form ? Where is the word *not* placed ? The meaning of interrogative ? What is the interrogative form ? What modes are used in asking questions ? Where is the verb placed in interrogative sentences ? When is the first auxiliary placed before the nominative ? Decline *go* in the Indicative mode, in the affirmative, interrogative, and negative form ? With the auxiliary *do* ? Synopsis of *go* with thou ? With the verb *see* negatively in the passive voice ? The verb *find* actively ? Passively ? *Separate* ?

Synopsis of *find* in the third person? With *do*? Where is the adverb *not* placed in interrogative sentences? Synopsis of *find* used negatively and interrogatively in both voices? Conjugate *teach*? Decline it in the passive voice, Ind. mode? Pot. mode?—What nouns frequently succeed each other? For what are these nouns of synonymous meaning used? The meaning of *synonymous*? What is said of these nouns? The meaning of *apposition*? What does it imply? Can more than one noun be used to explain a preceding noun or pronoun? Are nouns in apposition ever connected by conjunctions? By *what* conjunction? Do pronouns ever agree in case with nouns? If the nominative case precedes a verb, what case comes after it, when both words signify the same thing? If the objective case precedes a verb, what case comes after it? Why is Howard in the nominative case? In what case is philanthropist? Why? What is the nominative after a verb termed? What does *adjunct* mean? What is an adjunct? Has an adjunct any influence in governing the verb? What are the principal verbs that have the same case after as before them? Rule VIII? Rule IX?

LESSON XXXVII.

SUBJUNCTIVE MODE.

Explanations.—Most of the examples for the subjunctive mode are omitted till the pupil shall have made some progress in syntactical parsing. Subjunctive means subjoined. The verb in the subjunctive mode, is subjoined to certain conjunctions, expressing doubt or condition, and might be termed the conditional mode, if necessary to have such a mode. There is nothing very peculiar to warrant a distinction from the Indicative; but for the convenience of those respectable grammarians, who entertain different opinions from us, we insert it as used in all the tenses in which the Indicative is. But a small part of the conjunctions have an influence in forming this mode. The principal conjunctions which are prefixed to the Indicative to form the Subjunctive mode, are *if, though, unless, lest, whether, except*, when it means *unless*, and sometimes *that* when it is a conjunction. When any thing is not expressed in a doubtful or conditional manner, these conjunctions may be followed either by the Indicative or Potential mode. All conjunctions except *if, though*, and the others already named, are followed by other modes; that is, they have no influence in determining the mode,—are mere connectives. *Whether* and *that* are never followed by the Subjunctive mode, except when an auxiliary is understood.

194. The Subjunctive or Conditional mode expresses an action or event in a doubtful or conditional manner.

195. The Subjunctive mode has two forms, the *Indicative* and the *elliptical form*, which, for convenience, may be called the *Subjunctive form*.

196. The Indicative form of the verb is the same as the Indicative mode with one of the conjunctions, *if, though, lest, unless*, and sometimes *whether, except, or that* prefixed to it.

197. The subjunctive form of the verb is used only in the Present and Imperfect tenses of the verb *to be*, and in the Present tense of other verbs.

198. What is called the present tense of the Subjunctive form, is more properly an elliptical future, an auxiliary denoting future time being understood; as, 'if I be respected,' 'if thou be respected,' for 'if I shall or should be respected,' 'if thou wilt or shouldst be respected.'

199.

SUBJUNCTIVE MODE.

DECLENSION OF BE AND OBEY.

Subjunctive Form.

PRESENT TENSE.

NEUTER. <i>Singular.</i>	PASSIVE. <i>Singular.</i>	ACTIVE. <i>Singular.</i>
1. If I be.*	1. If I be obeyed.	1. If I obey.
2. If thou or you be.	2. If thou or you be obeyed.	2. If thou or you obey.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. If we be.	1. If we be obeyed.	1. If we obey.
2. If ye or you be.	2. If ye or you be obeyed.	2. If ye or you obey.
3. If they be.	3. If they be obeyed.	3. If they obey.
IMPERFECT TENSE.		
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. If I were.	1. If I were obeyed.	1. If I obeyed.
2. If thou wert or you were.	2. If thou wert obeyed or you were obeyed.	2. If thou obeyedst or you obeyed.
3. If he were.	3. If he were obeyed.	3. If he obeyed.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. If we were.	1. If we were obeyed.	1. If we obeyed.
2. If ye or you were.	2. If ye or you were obeyed.	2. If ye or you obeyed.
3. If they were.	3. If they were obeyed.	3. If they obeyed.

200. The verbs in the remaining tenses of the Subjunctive mode, are the same in form and termination as the correspondent tenses of the Indicative mode, except that *shall* only is used in the Second future tense.

201.

INDICATIVE FORM OF THE VERB.

PRESENT TENSE.

NEUTER. <i>Singular.</i>	PASSIVE. <i>Singular.</i>	ACTIVE. <i>Singular.</i>
1. If I am.	1. If I am obeyed.	1. If I obey.
2. If thou art or you are.	2. If thou art obeyed or you are obeyed.	2. If thou obeyest or you obey.
3. If he is.	3. If he is obeyed.	3. If he obeys.
<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. If we are.	1. If we are obeyed.	1. If we obey.
2. If ye or you are.	2. If ye or you are obeyed.	2. If ye or you obey.
3. If they are.	3. If they are obeyed.	3. If they obey.
IMPERFECT TENSE.†		
<i>Singular.</i>	<i>Singular.</i>	<i>Singular.</i>
1. If I was.	1. If I was obeyed.	1. If I obeyed.
2. If thou wast or you were.	2. If thou wast obeyed or you were obeyed.	2. If thou obeyedst or you obeyed.
3. If he was.	3. If he was obeyed.	3. If he obeyed.

* *Though, lest, unless*, and the like, have the same influence in forming the Subjunctive mode that *if* does; as, *though* I be.

† Those who prefer it can limit the Subjunctive mode to the Present and Imperfect tenses of the verb *to be*, and the Present tense of other verbs.

<i>Plural.</i>	<i>Plural.</i>	<i>Plural.</i>
1. If we were.	1. If we were obeyed.	1. If we obeyed.
2. If ye or you were.	2. If ye or you were obeyed.	2. If ye or you obeyed.
3. If they were.	3. If they were obeyed.	3. If they obeyed.

THE INFINITIVE MODE USED NEGATIVELY.

202. The adverb *not* is always placed before the sign *to* of the Infinitive mode; and before a participle, when not connected with a verb.

203. NEUTER.	PASSIVE.	ACTIVE.
Pres. Not to be.	Not to be obeyed.	Not to obey.
Perf. Not to have been	Not to have been obeyed.	Not to have obeyed.

204. PARTICIPLES USED NEGATIVELY.

NEUTER.	PASSIVE.	ACTIVE.
Pres. Not being.	Not being obeyed.	Not obeying.
Perf. Not been.	Not obeyed.	Not obeyed.
Comp. Per. Not having been.	Not having been obeyed.	Not having obeyed.

DEFINITE FORM.*

205. A verb in the definite form denotes continuance of action or existence. It is formed by subjoining the present participle of an active or neuter verb, to the verb *be* or *am* in any of its modes or tenses.

206. Synopsis of *study* and *sit* in the Definite Form. Familiar Style with *you*. Ind. You are studying, you were studying, you have been studying, you had been studying, you shall or will be studying, you shall or will have been studying. Pot. You may, can, or must be studying, you might, could, would or should be studying, you may, can, or must have been studying, you might, could, would, or should have been studying. Ind. You are sitting, you were sitting, you have been sitting, you had been sitting, you shall or will be sitting, you shall or will have been sitting. Pot. You may, can, or must be sitting, you might, could, would, or should be sitting, &c.

207.

INFINITIVE.

Pres. To be sitting.	To be studying.
Per. To have been sitting.	To have been studying.

FORM OF PARSING.

Have been studying is a regular active verb, in the Ind. mode, Perfect tense, Definite Form, first person sing. and agrees with I. A verb agrees with its nominative case in person and number.

Examples.—*I have been studying* grammar. We shall have been making preparations a fortnight, when the president arrives. Your friend will be preparing to receive you to-morrow. While vice is receding, virtue is advancing. I will respect him, though he chide me. If thou injure another person, thou wilt hurt thine own self. He will maintain his principles, though he lose his es-

*A verb in the definite form is usually *active* or *neuter*, but not *passive*. Should the teacher prefer it, he can parse the participle and verb separately.

tate. If a man continue impenitent, he must suffer the consequence.

Questions.—What does subjunctive mean? Name the conjunctions prefixed to form the subjunctive mode? What does the subjunctive mode express? How many forms has it? What is the Indicative form? The subjunctive form? What is the Subjunctive more properly? Decline *be* and *obey* in the Subjunctive form? In the Indicative form? What is said of the remaining tenses? How is the adverb *not* used before the *Infinitive* and *Participles*? Decline the *Infinitive* and *participle negative*? What does a verb in the definite form denote? How is it formed? Synopsis of *sit* and *obey*?

LESSON XXXVIII.

RELATIVE PRONOUNS.

Explanations.—Having explained the modifications of the verb, we will say something respecting pronouns. *Personal* pronouns are the only kind which you have yet learned. They are called *personal* pronouns because they always tell what person they are by their spelling. I, always represents the first person; thou or you, the second person; and he, she, or it, the third person and no other. Pronouns are divided into *personal*, *relative*, and *interrogative*. Other subdivisions will be noticed in the recapitulation, and in the subsequent lessons. The person of a relative pronoun cannot be ascertained by its form or spelling. This must be determined by the noun which it represents. The word instead of which a relative pronoun is used or to which it relates, is called an antecedent, which means *going before*; because in sentences which are not transposed, the antecedent comes immediately before the word used instead of it, except when an adjunct intervenes. When this is the case, the antecedent is pointed out by some definitive adjective, such as *that*, *the*, or *this*. Personal pronouns and sometimes sentences are the antecedents of relatives. The principal relative pronouns are *who*, *whose*, *whom*, *which*, *that*, and sometimes *as*. *That*, when it belongs to a noun, is a demonstrative adjective; when it can be changed into *who*, *whom*, or *which*, it is a relative pronoun. You have been taught that a verb must always be of the same person and number that its nominative is. A relative pronoun, also, must always be of the same person, number, and even gender that its antecedent is. That boy, who desires to assist his companions, deserves respect. You can ask the question, ‘who desires to assist his companions?’ Ans. that boy. To say that boy desires to assist, would not make sense without altering the sentence; besides, the word boy governs the verb deserves, which you may perceive by leaving out that part of the sentence from *boy* to *deserves*; and it would then read, ‘that boy deserves respect.’ You can ask what word used instead of boy is the subject of the verb desires, or what word governs it; the answer will be, the relative *who*. Not only the relative pronoun, but the clause or member of the sentence connected with it, serves to explain its antecedent. The clause, ‘who desires to assist his companions,’ with the relative *who* at its head, explains or tells what boy deserves respect; and, like a conjunction, connects this clause to the noun boy. *Who* is used instead of boy; instead of writing ‘that boy desires to assist his companions, that boy deserves respect,’ we write ‘that boy who desires to assist his

companions, deserves respect. A relative pronoun is resolvable into a personal pronoun and a conjunction. The sentence would then read, "That boy desires to assist his companions, *and he* deserves respect." The relative pronoun governs the nearer verb, and the antecedent the more distant one. When a nominative comes between the relative and the verb, the relative pronoun is generally governed by some active verb, active participle, or preposition in its own member of the sentence. The relatives *whom* and *which* will admit a preposition before them. The words *that* and *as*, when relative pronouns, never admit the governing word before them; and are used both in the nominative and objective cases, and never in the possessive. *Whose* is well authorized by good usage as the possessive of *which*, *that*, and *as*.

208. A relative pronoun is a pronoun that relates to a preceding word, sentence, or part of a sentence, called its antecedent.

209. Declension of the Relative Pronouns.

Singular and Plural.

<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Who,	whose,	whom,
Which,	whose,	which,
That,	whose,	that,
As,	whose,	as.

210. "Who and whom relate to persons."

211. Which relates to things, or to animals that are not persons.

212. That, whose, and as, relate either to persons or things.

FORM OF PARSING.

Who is a relative pronoun, of the third person, plural number, agreeing with its antecedent, children. Rule XIV.—Pronouns agree with their antecedents, or the nouns which they represent, in person, number, and gender. It is of the third person plural, because its antecedent children is, and in the nominative case and governs *are*. Rule I.

Examples.—Children, *who* are dutiful to their parents, enjoy great prosperity. The scholar, *who* improves his time, sets an example worthy of imitation. That boy, *who* wantonly kills a fly, should be reproved. Death frees him, *who* is held in bondage. The man, *whom* I saw yesterday, is drowned. Participles have the same regimen, *that* their verbs have. I have sold the book, *which* I bought. Freedom is the greatest earthly boon, *that* can be conferred on man. Pronouns possess the same properties, *that* nouns do.

Questions.—Why are personal pronouns so called? What person does I represent? Thou or you? He, she, it? How are pronouns divided? How is the person of relative pronouns determined? What is the word called which the relative represents? The meaning of antecedent? Why so called? What are frequently the antecedents of relatives? Will you name the principal relative pronouns? When is *that* an adjective? When is *that* a relative pronoun? Of what person, number or gender must a relative be? Give an account of what is said respecting *who*? Like what does a relative connect sentences? Into what is it resolvable? Read it so resolved? Which verb does the relative govern? The antecedent? What is said when a nominative comes between the relative and the verb? Which relatives will admit a preposition before them? Which relatives never admit the governing word before them? In

what cases are they used? What is said of *whose*? What is a relative pronoun? Decline the relative pronouns? To what do *who* and *whom* relate? *Which*? *That*, *whose*, and *as*? Why is *who* in the form of parsing, of the third person? Why in the nominative case?

LESSON XXXIX.

INTERROGATIVE PRONOUNS.

Explanations.—Pronouns used in asking questions, are called interrogative pronouns. The principal interrogative pronouns are *who*, *whose*, *whom*, *which*, and *what*. *Whether* was formerly used in the sense of *which*, but it is now obsolete. Relative pronouns generally represent something antecedent and generally expressed. Interrogative pronouns represent something subsequent or following after, which is frequently understood. This subsequent will supply their place in answer to the question; and is always in the same case that the interrogative word is, which asks the question. Whom did you see? I saw John. The interrogative pronoun *whom* is in the objective case, and is governed by *did see*. The word *John*, which answers the question, is in the objective case; and is the subsequent of *whom*, or the word that *whom* represents. When a question is asked, the whole sentence is frequently inverted or transposed; the last part in the affirmative form being placed first. The nominative after the verb sometimes comes before the verb, and the nominative to it in parsing sometimes comes after it. When a question is asked with a verb, the nominative follows the principal verb when only *one* is used; or the first auxiliary, when more verbs are used.

213. An interrogative pronoun is a pronoun that is used in asking questions; one that relates to a following word, sentence, or part of a sentence, called its subsequent.

WHICH AND WHAT, ADJECTIVES.

214. Which and what are frequently joined to nouns, when used in asking questions; and may then be parsed interrogative adjectives. As such, they relate either to persons or things.

215. What is used only in the nominative and objective cases; the other interrogative pronouns are declined like the relative pronouns.

FORM OF PARSING.

Who is an interrogative pronoun, first person, singular number, in the nominative case and governs *was*. Rule 1. It relates to its subsequent *I*, which supplies its place in answering the question. *I was present*. Rule XIV. Pronouns agree with their antecedents, or the nouns which they represent, in person, number, and gender. (a.)

a Or,—Interrogative pronouns agree with their subsequents, or the nouns which they represent, in person, number, and gender.

Examples.—*Who* was present? *I* was. Whose book have you? I have Henry's book. Whom did you see? I saw the president. Which boy's name did you mention? At what hour, will you meet me? What afternoon will be devoted to general illustrations? What induced you to forsake me? To whom did you address your remarks? Into what, are relative pronouns resolvable?

Questions.—What are pronouns used in asking questions called? Name the principal interrogative pronouns? What is said of *whether*? To what do relatives relate? Interrogatives? In what case is the subsequent? What is said respecting sentences being inverted? The position of the nominative? What is an interrogative pronoun? To what are *which* and *what* joined? In what cases, is what used? How are the interrogatives declined?

LESSON XL.

COMPOUND PRONOUNS.

Explanations.—This is our last lesson in Etymology before the recapitulation. We shall explain two kinds of compound pronouns; one is compounded of other words; the other has a compound meaning of itself. The compound personal pronouns are formed by adding the noun *self* to some of the personal pronouns, are used only in the nominative and objective cases, and like *own* give a strong emphasis to an assertion. He executed the business himself, not only expresses the affirmation with peculiar force, but gives to an "implied negative the force of one expressed." He did not execute the business himself, implies that some other person did it. *Self* is subjoined to my, thy, your, her, him, and it, to form the singular; as, myself, thyself, yourself, himself, and itself; and *selves* is subjoined to our, your, and them, to form the plural; as, ourselves, yourselves, and themselves. "Itself appears to be a contraction of its-self; himself and themselves are used by a corruption of language, instead of his self and their-selves." As the action usually reverts upon the agent, the words ending with *self* might be called reflective pronouns. The compound personal pronouns frequently agree in case with a preceding noun or pronoun; as, he, himself, was present; sometimes a neuter verb comes between them and the noun or pronoun with which they agree in case; as, he went himself. They are in the objective case when they are the objects of active verbs, active participles, or prepositions; as, man should respect himself; William lives by himself; "esteeming themselves wise, they became fools."

The pronouns which have a double meaning of themselves, might, for the sake of distinction, be called compound relative pronouns. The principal ones of this class are, *what*, *whatever*, and *whoever*. Whatsoever, whoso, and whosoever, occur frequently in the Bible, but are seldom found in modern writings; their meaning is similar to that of *whoever* and *whatever*. Compound relative pronouns include in themselves, each, the relative and its antecedent; the antecedent should be parsed, and then the relative part, in the same manner that relative pronouns and their antecedents are usually parsed. *What* has the meaning of that which, those which, or the thing which. The antecedent part of

what, when it means *that* or *those*, is a demonstrative pronoun. Both parts of a compound relative pronoun may be either in the nominative or in the objective case, or one in the nominative and the other in the objective case. When both antecedent and relative are in the nominative case, the relative governs the nearer verb, and the antecedent the more distant. In analyzing what, whatever, &c. each belongs to two simple sentences. Henry heard what he said. Henry heard that which he said. What is a compound pronoun used instead of that which. The antecedent part is a demonstrative pronoun in the objective case, and is governed by heard; the relative part is in the objective case, and is governed by said. The antecedent part of whatever is generally indefinite; whatever has the meaning of *every thing which*, *any thing which*, and sometimes of *that which*. Whoever has the meaning of *that person who*, *any person who*, or *he who*. Whoever expects to acquire knowledge without effort, is deceived. Whoever is a compound pronoun, being used instead of any person who. The antecedent part governs is deceived; the relative part governs expects. Ever means at any time; it may be separated from who in reading it, and who may be parsed a relative pronoun, relating to a noun understood for its antecedent. Most of the examples of the compound relative pronouns are deferred till the scholar shall have made some progress in syntactical parsing.

FORM OF PARSING.

Himself is a compound personal pronoun, of the third person, singular number, in the objective case; and is governed by the preposition *by*.

RULE VI. Prepositions govern the objective case.

Examples.—Henry studied by *himself*. They went themselves. Know thyself. Our duty is what we ought to do. Cultivate what is useful. Contemn what is injurious. 'Whosoever was not found written in the book of life, was cast into the lake of fire.'—Rev. 20, 15. 'Whoso walketh uprightly, shall be saved. Whoso diggeth a pit, shall fall therein.'—*Proverbs*. Whatever is adequate to the end for which it was made, cannot be improved. Whoever entertains wrong opinions, should labor to correct them. Whatever is well learned, may be understood. Whatever is understood, can be applied.

Questions.—How many kinds of compound pronouns are explained in this lesson? How are the compound personal pronouns formed? In what cases are they used? How do they resemble own? To what words is self subjoined? Selves? What might words ending with self properly be called? When are they in the objective case? What might those pronouns that have a double meaning of themselves, properly be called? Which are the principal compound pronouns? What meaning does each compound pronoun include? How should compound pronouns be parsed? What is the meaning of the word *what* when a compound pronoun? In what cases may *what* and its compounds be used? In analyzing a compound pronoun, to what may it belong? What kind of pronoun is the antecedent of what? What is said of the antecedent of whatever? What is the meaning of *whatever*? Of *whoever*? How is *whoever* parsed in the example given? By separating *ever* how may it be parsed? What is said respecting the examples of compound pronouns?

PART THIRD.

RECAPITULATION

The General Definitions of Etymology and of what Part Second treats, are arranged, each, under the appropriate *parts of speech* to which they severally belong. The teacher, if he prefers it, can pass over this Recapitulation, to Syntax, Part Fourth, and attend to Part Third, whenever it may be convenient.

LESSON XLI.

ENGLISH GRAMMAR.

216. English Grammar is the art of speaking and writing the English language with propriety.

217. The General Divisions of Grammar are Orthography, Etymology, Syntax, and Prosody.

ETYMOLOGY.

218. Etymology explains the various modifications of the parts of speech, their classification, and the derivation of words from their primitives.

219. Etymology means *origin of words*. It investigates the principles by which the changes of words take place, and discovers their true meaning by examining their roots and composition.

220. The English language is divided into nine general classes of words, called Parts of Speech; namely, the Noun, the Article, the Adjective, the Pronoun, the Verb, the Adverb, the Preposition, the Conjunction, and the Interjection.

NOUN.

221. A noun is the name of any person, place, or thing, that exists; as, *Edwin, Salem, apple*.

222. "The name of any thing that we can see, hear, feel, taste, or smell, is a noun;" as, *peach, wind, ice, sugar, rose*.

223. Noun is the term by which we distinguish any thing supposed to exist, whether material or immaterial; as, *orange, cube, virtue, soul, spirit*.

DIVISIONS.

224. "Nouns are divided into *Proper* and *Common*."

225. A proper noun is a particular name given to one individual person, place, or thing, to distinguish it from all others of the same kind ; as, *Henry, Boston, Connecticut*.

226. The names of persons, places, countries, rivers, streets, vessels, and the like, are proper nouns ; as, *Maria, Concord, America, Hudson, Union street, ship Albion*.

227. "The names of the days of the week and of the months of the year are proper nouns, and should begin with a *capital* letter ;" as, *Wednesday, February*.

228. A *common* noun is a name that is common to all of the same kind or species ; as, *animal, man, fowl, tree, town, book*.

229. Common nouns usually begin with a *small* letter, except at the beginning of sentences, and words derived from proper names, such as *Italian, Italians, Spaniard, Spaniards*.

230. Proper nouns become common, when used in the plural number ; as, the twelve Cæsars.

231. The names of distinguished individuals with an article before them, become common nouns when used to designate others of similar attainments or qualities ; as, "he is the Demosthenes of his age,"—that is,—the *orator*. "A Washington,"—that is,—a *distinguished general*. "A Newton,"—a "Franklin,"—that is,—a *philosopher*. "A Catiline,"—that is, a *conspirator*. An Aristarchus,—that is, a great critic. (See *H. Hermes*, p. 41.)

232. Proper nouns used adjectively, frequently have the article *the* prefixed to them, whether the corresponding common noun is expressed or understood ; as, the *Pacific* ocean. *The Andes*, (mountains.) *The* (river) *Penobscot*. *The* (brig) *Alciope*.

LESSON XLII.

KINDS OF NOUNS.

233. Common nouns are also divided into *abstract, collective, participial, verbal, adjective, sentential, and compound*.

234. *Abstract nouns* are the names of the qualities indicated by the adjectives or verbs from which they are derived ; as, *temperance, judgment, softness, redness.*

235. "A *collective noun* or noun of multitude is one name for several individuals, and is used either in the singular or plural number ;" as, *army, people, assembly, jury.*

236. Collective nouns singular in form, are plural in meaning, when resolvable into the individual parts or members of which the collective name is composed ; as, The committee did not express *their* opinion concerning the merits of the case. The pronoun *their* represents the noun *members*, the implied name for the individual parts into which the collective noun *committee* is resolvable.

Note 1. When unity is implied, a collective noun frequently admits a regular plural ; and has a verb agreeing with it, of the third person, singular number ; as, *A committee was appointed. Three committees were appointed.*

237. "A *participial noun* is a participle used as a noun ;" as, judicious *reading* improves the taste. They could not avoid *submitting* to this influence.—*Boling. on His. Let. 8.*

238. "A *verbal noun* is the Infinitive mode used as a noun ;" as, *to die* is the unavoidable doom of man.

239. "An adjective used as a noun," or to represent its noun understood, "is called an *adjective noun*," or more properly a *substitute* ; as, Blessed are the *merciful*. The *wicked* shall be punished.

240. "A *sentential noun* is a part of a sentence used as a noun ;" as, "That *scholars should obey their teachers*, is indispensable."

241. A *compound noun* is a noun composed of two words united by a hyphen ; as, "In reading, every appearance of *sing-song* should be avoided."—*Murray.*

242. Nouns have four properties or modifications,—Person, Number, Gender, and Case.

PERSON.

243. *Person* is that property of nouns or pronouns which designates the speaker, the person or thing addressed, and the person or thing that is the topic of conversation.

244. "The first person is the one that speaks" or the

speaker ; as, *I, Peter*, send greeting.

245. "The second person is the one that is spoken to" or addressed ; as, "Ye *heavens*, great *archway* of the universe, Put sackcloth on."—*Pollok*.

246. "The third person is the one that is spoken of," or that is the topic of conversation ; as, *Ezra* is distinguished for *neatness*.

Questions.—Of what is *army* a collection ? *School* ? *Society* ? *Brood* ? *Youth* ? Is the word *person* used *technically* or according to its *literal* meaning ? The meaning of *technically* ? *Literal* ?

LESSON XLIII.

NUMBER.

247. Number is the distinction of *one* or of *more* than one, and includes all the modifications necessary to express this distinction.

248. "There are two numbers, the *singular* and the *plural*."

249. "The *singular* number expresses *one*," as, *body*, *valley*.

250. "The *plural* number *more* than one"; as, *bodies*, *valleys*.

251. The plural number of nouns is generally formed by adding *s* or *es* to the singular ; as, *dove*, *doves*,—*box*, *boxes*.—*Murray*.

252. Nouns ending with *y* after a consonant, form their plural by changing *y* into *i* and adding *es* ; as, *duty*, *duties*,—*beauty*, *beauties*.

253. The terminations or changes of nouns to form their plurals, are called *Pluratories*. The principal *pluratories* in the English language are, *s*, *es*, *ves*, *ies*, *en*, *a*, *ae*, *i*, *ice*, *e*, and *ee*. See *James Brown's Am. Gr.*

254. Nouns* ending with *ay*, *ey*, *oy*, or *y* after a vowel, form their plural by adding *s* only ; as, *days*, *attorneys*, *delays*, *toys*, *moneys*. Proper names add *s* only ; as, *Henry*, *Henrys*.

255. Nouns ending with *o* after a consonant, add *es* in the plural ; but after a vowel, add *s* only ; as, *cargo*, *cargoes*,—*potato*, *potatoes*,—*folio*, *folios*,—*bamboo*, *bamboos*.

* Formerly the singular number of this class of words ended with *ie* ; as, *glorie*, *vanitie*, *energie*, and the addition of *s* made the plural *glories*, *vanities*, *energies*.—*Dr. Webster*.

The nouns *canto*, *grotto*, *junto*, *memento*, *octavo*, *peccadillo*, *portico*, *quarto*, *solo*, *tyro*, and *zero* add *s* only.

256. The nouns *beef*, *calf*, *elf*, *half*, *loaf*, *leaf*, *sheaf*, *shelf*, *self*, *staff*, *thief*, and *wolf*, change *f* into *v* and add *es* in the plural. *Knife*, *life*, and *wife*, change *f* into *v* and add *s* only.

257. The plural of *flagstaff* is *flagstaves*. Most other nouns ending with *f* or *fe*, add *s* in the plural; as, *fife*, *fifes*,—*reproof*, *reproofs*,—*muff*, *muffs*. *Wharf* has *wharfs* and *wharves* in the plural, and *staff* has *staves* and *staves*.

258. Nouns whose plurals are variously formed.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Alderman,	aldermen.	Brother,	{ brothers or brethren.
Adz,	adzes.		
Alkali,	alkalies.		
Anti,	anties.		
Child,	children.	Ox,	oxen.
Cow,	cows or kine. <i>s</i> .	Penny,	pence or pennies <i>c</i> .
Court-martial,	courts-martial.		
Die,	dies or dice. <i>a</i>	Pea,	peas or pease.
Fish,	fishes. <i>b</i>	Pailful,	pailfuls.
Foot,	feet.	Rebus,	rebuses.
Gas,	Gases. <i>c</i>	Sister-in-law,	sisters-in-law.
Goose,	geese.	Syllabus,	syllabuses.
Kangaroo,	kangaroos.		
Lens,	lenses. <i>d</i>	Synonym, <i>f</i>	synonyms.
Louse,	lice.	Tooth,	teeth.
Mouse,	mice.	Uprising,	uprisings.
Man,	men.	Woman,	women.
Omnibus,	omnibuses.		

Nouns from other languages.

259. Nouns ending with *is* change *i* into *e* in the plural.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Aurora Borealis,	aurorae Boreales	Ellipsis,	ellipses.
Amanuensis,	amanuenses. <i>g</i>	Emphasis,	emphases.
Analysis,	analyses.	Fascis,	fascies.
Antithesis,	antitheses.	Hypothesis,	hypotheses.
Axis,	axes.	Metamorphosis,	metamorphoses.
		Oasis,	oases.
Basis,	bases.	Parenthesis,	parentheses.
Crisis,	crises.	Phasis,	phases.
Dieresis,	diæreses.	Synthesis,	syntheses.
Diesis,	dieses.	Thesis,	theses.

s Kine, the old plural of cow, is obsolete, and found principally in the Bible.
a Dies, stamps for coining. Dice, pieces used in games.
b Fish denotes the whole mass collectively. *c* The gases are moist.—*Turker's Chem.* *d* Properties of convex lenses.—*Grund's Philo.* *e* Pennies, real coins. *f* Dr. Webster's orthography; pronounced sîn'-o-nîm,—sîn'-o-nîms.
g Es,—pronounced êz.

260.			
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Adden'dum,	adden'da.	Gymna'sium,	gymna'sia.
Animal'culum,	animal'cula.	Hippopotamus,	hippopotami.
Aphis,	aphides.	Ignis fatuus,	ignes fatui.
Appendix,	{ appendixes <i>or</i>	Index,	indexes, indi-
	{ appendices.	Iris,	irises. 4 [ces &
Apex,	apices.	Isthmus,	isthmuses.
Alumnus,	alumni.	Lamina,	laminæ. <i>l</i>
Apsis,	apsides.	Magus,	magi. <i>m</i>
Arcanum,	arcana.	Mantis'sa, <i>x</i>	mantis'sae.
Automaton,	automata.	Medium,	mediums, media.
Bandit,	{ bandits <i>or</i>	Memorandum,	{ memorandums
	{ banditti.		{ <i>or</i> memoranda.
Beau,	beaux, beaus.	Mias'ma,	miasmata.
Bolus,	boluses.	Momen'tum,	momen'ta.
Calx,	calxes, 4 calces.	Monsieur,	{ messieurs, (ab-
Calyx,	calyxes. 4		{ breviated Messrs
Caudex,	caudexes. 4	Neb'ula,	neb'ulae.
Criterion,	{ criterions <i>or</i>	Papy'rus,	papy'ri.
	{ criteria.	Phenomenon,	phenomena.
Cherub,	{ cherubs <i>or</i>	Phosphorus, <i>n</i>	phosphori. <i>a</i>
	{ cherubim.	Polypus,	pol'ypi.
Chry'salis,	chrysalidēs.	Prospectus,	prospectuses.
Corrigen'dum,	corrigen'da.	Quaesi'tum,	quaesi'ta. [dii. <i>p</i>
Datum,	data.	Radius,	radiuses, 4 ra-
Denarius,	{ denariuses, 4	Ra'dix,	rad'ices.
	{ <i>or</i> denarii. <i>h</i>	Regulus,	reguluses, 4 reg-
Desideratum,	desiderata.	Residuum,	residuums. [uli.
Effluvium,	effluvia.	Speculum,	specula.
Encomium,	{ encomiums <i>or</i>	Stadium,	stadia. [na.
	{ encomia.	Stamen,	stamens, 4 stami-
Ephem'eris,	ephemer'idēs.	Stimulus,	stimuli.
Ephem'eron,	ephem'era.	Stratum,	stratums, strata.
Erratum,	errata.	Seraph,	seraphs, sera-
Focus,	{ focuses, 4 <i>or</i>	Vertex,	vertices. [phim.
	{ foci. <i>i</i>	Vinculum,	vincula.
Fungus,	{ funguses, 4 <i>or</i>	Viscus,	viscera.
	{ fungi.	Vortex,	{ vortexes <i>or</i>
Fucus,	fucuses. 4.		{ vortices.
Genius,	{ geniuses, <i>j or</i>	Virtuoso, <i>q</i>	{ virtuosos <i>or, r</i>
	{ genii.		{ virtuosos.
Genus,	genera.		

261. The names of metals and other names indicating things which do not admit of plurality, are used only in the singular number; as, barley, flax, gold, hemp, lead, pitch, pride, rye, silver, sloth, tin, zinc.

4 Those words which are followed by this figure, are authorized by Dr. Webster. *h* Pronounced dē-nā'rēē-ī. *i* Pronounced fō-sī.

j Geniuses, men of genius. Genii, imaginary spirits.

k Indexes, tables of contents. Indices, when referring to algebraic quantities

l *Æ* and *œ* written together or separately, have the sound of long *e* as in *mē*

m Pronounced mā/jī. *z* Used in Maury's Navigation. *n* Pro. fōē-fō-rūs, fōē-fō-ri. *p* Pro. rā'-dēē-ī. *q* Pro. vēr-too-ō/sō. *r* vēr-too-ō/sā

262. The word *news* is always used in the singular number.

263. Some nouns are used only in the plural number; as, *antipodes*,^s *annals*, *archives*, *tcompasses*, *calends*, *credenda*, *drawers*, *embers*, *ides*, *lees*, *literati*, *lungs*, *minutiæ*, *nippers*, *oats*, *pantaloon*s, *pincers*, *or* *pinchers*,⁴ *pleiads*,⁴ *or* *pleiades*, *scissors*, *snuffers*, *shambles*, *tongs*, *thanks*, *trowers*,^u *vespers*, *vitals*, *virtuals*.

264. Some nouns are spelled alike in both numbers; as, *apparatus*, *deer*, *gallows*, *hiatus*, *hose*, *means*, *odds*, *series*, *species*, *swine*, *vermin*.

265. *Alms*, *amends*, *ashes*, *pains*, *riches*, and *wages*, though sometimes used in the singular number, are properly plural nouns.

266. *Pains*, when preceded by *much*, should always have a singular verb; as, "Much pains has been taken."—*Enfield*.

267. The names of the sciences which are of plural termination, are used by correct writers in both numbers; as, *Acoustics*, *dioptrics*, *ethics*, *hermeneutics*, *hydraulics*, *hydrostatics*, *mathematics*, *mechanics*, *metaphysics*, *optics*, *pneumatics*, *politics*, *physics*, *statistics*, *tactics*, and others of similar form. "Politics (political science) contains two parts." *Locke*, Vol. 2, 408.

268. The plural number is sometimes denoted by subjoining the letter *s* with an *apostrophe* before it, to numeral characters, to single or double letters, and other parts of speech, when they become nouns, where the regular manner of forming the plural would render them of doubtful import; as, two *a's*, three *b's*; four *g's*; 'two *ee's*.—*Life of Pope*. *W* takes its written form and its name from the union of two *V's*, this being the form of the Roman capital letter which we call *U*.—*Dr. Webster*. Four *x's* will represent his age; and their joint ages must be one *x* and four *x's*; that is, five *x's*.—*Bailey's Algebra*. When *c* makes four vibrations to *G's* three, then *c* is the quart of *G*.—*Grund's Phil.* 109 p. They have of late, 'tis true, reformed the gouty joints, and darning work of *whereunto's*, *whereby's*, *thereof's*, and *wherewith's*.—*Lord Shaftesbury*. I shall only subjoin to these observations, that if the *whereunto's* and *wherewithal's* may be denominated the gouty joints of style, the *viz.'s* and the *i. e.'s*, and *e. g.'s* for videlicet, *id est*, and *Exempli gratia*, may not unfitly be termed its crutches.—*Campbell's Rhetoric*. Who that has any taste, can endure the incessant returns of the *also's*, and the *likewise's*, and the *moreover's*, and the *however's*, and the *notwithstanding's*?—*Id.*

269. To distinguish several persons* of the same name and family from others of a different name and family, the *title*, and not the *proper name*, is varied to express the distinction; as, the *Misses Story*, the *Messrs. Story*. The elliptical meaning is, the *Misses* and *Messrs. who are named Story*.

270. To distinguish *unmarried* from *married* ladies, the *proper*

^s Pro. *án-típ'ô-dēēz*. ^t Pro. *ar'kívez*. ^u Drawers, trowers, scissors, are plural. 'Although but one thing may be meant, yet it consists of two parts.'—*Fowler*.

* If we wish to distinguish the *unmarried* from the *married* Howards, we call them the *Miss Howards*. If we wish to distinguish these *Misses* from other *Misses*, we call them the *Misses Howard*.—*Fowler*.

name, and not the *title*, should be varied; as, the *Miss* Clarks. When we mention more than one person of different names, the title should be expressed before each; as, *Miss* Burns, *Miss* Parker, and *Miss* Hopkinson were present.

LESSON XLIV.

GENDER.*

271. Gender is the distinction of sex.

272. "There are *four genders*,—the *masculine*, the *feminine*, the *common*, and the *neuter*."

273. "The *masculine* gender denotes males; as, *father*, *brother*, *uncle*."

274. "The *feminine* gender denotes females; as, *mother*, *sister*, *aunt*."

275. The *common* gender denotes *either* males or females, or both; as, *children*, *cousin*, *friend*.

276. "The *neuter* gender denotes *neither* males nor females; as, *book*, *bench*, *paper*."

277. The English language has three methods of distinguishing the sexes,—by entirely different words,—by different terminations,—and by prefixing a word indicating sex.

278. I. By different words; as,

<i>Male.</i>	<i>Female.</i>	<i>Male</i>	<i>Female.</i>
Bachelor,	maid.	Launderer,	laundress.
Beau,	belle.	Lord,	lady.
Boy,	girl.	Man,	[ter, woman.
Bridegroom,	bride.	Master† or mis-	mistress.
Brideman,	bridemaid.	Margrave,	margravine.
Brother,	sister.	Marquis,	marchioness. b
Buck,	doe.	Milter,	spawner.
Drake,	duck.	Moor,	moorisco.
Drone,	bee.	Nephew,	niece.
Duke,	duchess.	Sloven,	slut.
Father,	mother.	Sir,	madam.
Friar,	nun.	Sire,	dame.
Gander,	goose.	Son,	daughter.
Hart,	roe.	Stag,	hind.
Hero,	heroine. †	Steer,	heifer.
Husband,	wife.	Uncle,	aunt.
King,	queen.	Wizard,	witch.
Lad,	lass.	Widower,	widow.
Landgrave,	landgravine.		

* The Supreme Being is, in all languages masculine, inasmuch as the masculine sex is superior and more excellent; and as He is the Creator of all, the Father of gods and men.—*Harris Hermes*.

† Pro. hēr'-s-l'n. ‡ *Maister* is the old word for *master* and *mister*. *Maistress* is altered to *mistress*. b Pro. mar'shūn-ess.

279. II. By different terminations.

The regular feminine termination is *ess*. c Six words end with

ix.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot,	abbess.	Host,	hostess.
Actor,	actress.	Huckster,	huckstress.
Adulterer,	adulteress.	Hunter,	huntress.
Ambassador,*	ambassadress.	Idolater,	idolatrix.
Adulator,	adulatrix.	Inheritor,	{ inheritress, { inheritrix.
Anchoret,	anchoress.	Instructor,	instructress.
Arbiter,	arbitress.	Inventor,	inventress.†
Auditor,	auditress.	Jew,	Jewess.
Author,	authoress.	Legislator,	{ legislatress, { legislatrix.
Barber,	barberess.	Lion,	lioness.
Baron,	baroness.	Mayor,	mayoress.
Benefactor,	benefactress.	Mediator,	{ mediatress, { mediatrix.
Canon,	canoness.	Monitor,	monitress.
Caterer,	cateress.	Murderer,	murderess.
Champion,	championess.	Neatherd,	neatress.
Chanter,	chantress.	Negro,	negress.
Charmer,	charmeress.	Orator,	{ oratress, { oratrix.
Chider,	chideress.	Patron,	patroness.
Chief,	chiefess.	Pedler,	pedleress.
Cloisterer,	cloistress.	Peer,	peeress.
Coheir,	coheiress.	Poet,	poetess.
Competitor,	{ competitress, { competitrix.	Porter,	portress.
Conductor,	conductress.	Preceptor,	preceptress.
Count, Earl,	countess.	Priest,	priestess.
Creator,	creatress.	Prince,	princess.
Czar,	czarina.‡	Prior,	prioress.
Deacon,	deaconess.	Procurer,	procuress.
Demandor,	demandress.	Prophet,	prophetess.
Demon,	demoness.	Proprietor,	proprietress.
Detractor,	detractress.	Protector,	protectress.
Director,	directress.	Quaker,	Quakeress.
Doctor,	doctress.	Seamster,	seamstress.
Editor,	editress.	Shepherd,	shepherdess.
Elector,	electress.	Solicitor,	solicitress.
Emperor,	empress.	Songster,	songstress.
Enchanter,	enchantress.	Sorcerer,	sorceress.
Fornicator,	fornicatress.	Spectator,	spectatress.
Founder,	foundress.	Sultan,	{ sultanness, { sultana.
God,	goddess.§	Suitor,	suitress.
Governor,	governess.	Tailor,	tailoress.
Guider,	guideress.		
Hebrew,	hebrewess.		
Heir,	heiress.		
Hermit,	hermitess.		

c *Ess* is a contraction of the Hebrew word *essa*, a female.—*Cardell*.

* *Ambassador* and *ambassadress* preferred by Dr. Webster.

† *Pro.* zäh-ree'-näh. § Names of heathen deities. ‡ *Olesque Minerva*

Inventrix. *Virgil, Geo. Lib. 1.*

<i>Mals.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Tempter,	temptress.	Votary,	votaress.
Tiger,	tigress.	Warrior,	warrioress.
Traitor,	traitress.	Administrator,	administratrix.
Treasurer,	treasuress.	Arbitrator,	arbitratrrix.
Tutor,	tutoress, tutress.	Coadjutor,	coadjutrix.
Tyrant,	tyranness.	Deserter,	desertrix.
Viscount,*	viscountess.*	Executor,	executrix.
Victor,	victress.	Testator.	testatrix.

280. III. By prefixing a word indicating sex.

A male teacher,	a female teacher.
Male children,	female children.
A man servant,	a maid servant.
A he goat,	a she goat.
A queen bee, a hen sparrow, a female warrior.	

281. Nouns of the *neuter* gender become *masculine* or *feminine* by a figure of speech called personification; as,

Nature, unsophisticate by man,
Starts not aside from *her* Creator's plan.
Ingenious Art, with *her* expressive face,
Steps forth to fashion and refine the race.—*Cowper*.

282. In personifying nouns † of the neuter gender, those nouns which possess the power “of imparting and are by nature strong and efficacious,” are put in the masculine gender; as, the *sun*, *time*, *death*, *fear*, *sleep*, *anger*, *revenge*, *winter*, *thunder*, *wind*, *war*. Those nouns which are receivers or containers,—which “are peculiarly beautiful, amiable,” or attractive, are put in the feminine gender; as, the *moon*, *earth*, *city*, a *ship*, *nature*, *art*, *cheerfulness*, *pleasure*, *fame*, *fortune*, *church*, *virtue*, *wisdom*, *hope*, *spring*, *peace*. Illustration.

The *sun* is darkened at *his* going forth,
And the *moon* shall not cause *her* light to shine;
And the *earth* shall be shaken out of *her* place.

Lowth's Trans.

Wisdom hath builded *her* house; she hath hewn out her seven pillars.—*Bible*.

How doth the *city* sit solitary that was full of people! *she* that was great among the nations and *princess* among the provinces, how is *she* become tributary.—*Bible*.

Tired nature's sweet restorer, balmy *sleep*
He, like the world, *his* ready visits pays
Where fortune smiles.—*Young*.

—The *thunder*

Winged with red lightning and impetuous rage,
Perhaps hath spent *his* shafts.—*Milton*.

Pleasure her name—good name
Tho' ill applied. A thousand forms *she* took.
The most unsubstantial, unessential shade,
Was earthly *Fame*. *She* was a voice alone;
She never thought, but gabbled ever on.—*Pollok*.

* Pro. Vy'kownt,—Vi'kownt-ess. † Common nouns, when personified, sometimes become *proper*. The substance of 282 is suggested by *Harris's Hermes*

Next *Anger* rushed, *his* eyes on fire,
 In lightning owned *his* secret strings.
 And *Hope* enchanted smiled, and waved *her* golden hair.
 And longer had *she* sung, but with a frown
Revenge impatient rose,
 And ever and anon *he* beat
 The doubling drum with furious heat.—*Collins.*

283. Some nouns including whole species are frequently expressed in the masculine gender; as, *Man* should love and serve his Creator. The *genus man* includes the whole species, that is, *all mankind*; and implies that *men, women, and children* should love and serve their Creator. The word *horse* is used frequently to comprehend his whole species; as, Hast thou given the *horse* strength? Hast thou clothed *his* neck with thunder? *He* paweth in the valley and rejoiceth in *his* strength. The same principle is illustrated by the examples which follow; as, Who provideth for the *raven his* food? Doth the *hawk* fly by thy wisdom, and stretch *her* wings towards the south?—*Bible.*

LESSON XLV.

CASE.

284. "*Case* is a change of termination" or situation to express the different relation of things to each other.

285. "Nouns and pronouns have three cases,—the *nominative*, the *possessive*, and the *objective*."

286. The *nominative* case denotes the subject of the verb, or the word which governs it; as, *Man* thinks; *he* reasons; *laws* must be obeyed.

287. The *possessive* case denotes a possessor, and implies ownership or the possession of property; as, Edwin's hat. The *court-martial's* decision. *My father's* mansion.

288. An apostrophe is a *comma* placed over a word.

289. The *sign* of the possessive case is an *apostrophe* and the *letter s*, added to a noun, or an *apostrophe only*.

290. The apostrophe is placed before the *s* in the singular number; as, the *boy's* satchel.

291. "In the plural number, when the *nominative* ends with *s*, the *possessive* case is formed by adding the *apostrophe only*,"—by placing the apostrophe *after* the *s*; as, the *girls'* pelisse.

292. The apostrophe is placed before the *s* in plural nouns that do not end with *s*; as the *aldermen's* meeting.

293. Most singular nouns ending with *nce* or *ss* add an *apostrophe only*, to prevent a succession of hissing

sounds ; as, for benevolence' sake,—kindness' sake. "The word witness adds an apostrophe and s ;" as, the witness's testimony.—*Ingersoll's Grammar*.

294. Proper names ending with s, ss, or x, add an *apostrophe* and s to the possessive, when their union with the following word requires it ; as, *Ross's* discoveries,—*Niles's* Register,—*Charles's* resignation. When their union with the following word does not require it, an apostrophe only is added ; as, "*Achilles'* wrath."—*Pope*. "*Festus* came into *Felix's* room." *Alger's Pro. Bible. Acts 24, 27.*

295. When the *apostrophic s* will coalesce with its noun, it is pronounced in the same syllable ; as, *John's*. But if it will not coalesce, it adds a syllable to the word ; as, *Thomas's* bravery, pronounced as if written *Thomasis*,—the *Church's* prosperity, *Churchis* prosperity.—*Dr. Webster*.

296. The *objective* case denotes the object of a verb, a participle, or a preposition ; as, I saw *John*, teaching *James*, and he saw *me*. *Eliza* sits on the *sofa* with her *sister*.

DECLENSION OF NOUNS.

297. *To decline* a noun or pronoun, is to name the three cases and their variations to express person and number.

298. <i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Sing. Parent,	parent's,	parent.
Plu. Parents,	parents',	parents.
Sing. Child,	child's,	child.
Plu. Children,	children's,	children.
Sing. Volary,	votary's,	votary.
Plu. Volaries,	votaries',	votaries.
Sing. Sex,	sex's,	sex.
Plu. Sexes,	sexes'	sexes.
Sing. Alderman,	alderman's,	alderman.
Plu. Aldermen,	aldermen's,	aldermen.

LESSON XLVI.

ARTICLE.

299. An article is a word placed before nouns, to limit, define, or modify their meaning ; as, *a* hand, *an* hour, *an* eagle, *the* memory.

300. The words *a*, *an*, and *the*, are the articles of the English language. *A* and *an* are the same article.

301. *A* or *an* is called the *indefinite* article.

302. *The* is called the *definite* article.

303. *A* or *an* means *one*, and is used to point out one single thing of a kind without determining what that thing is; as, *A* man was drowned. It is placed before nouns in the singular number only; as, an orphan, a union.

304. *A* is used when the next word begins with a consonant; as, a hundred, a thousand.

305. *An* is used when the next word begins with a vowel or with a silent *h*; as, an owl, an enemy, an honor.

306. *A* is used before words beginning with *u long*, and before the adjective *one*; as, *a* useful book, *a* university, such a one, many a one.

307. *An* is used before words beginning with *u long* or with *h* not silent, when the accent is on the *second* syllable; as, *an* united people, *an* historical account, *an* heroic action.

308. *A* or *an* is used before collective nouns, and those preceded by such adjectives as *few*, *great many*, *dozen*, *hundred*, *thousand*, *million*, and others of similar import; as, *a score*, *an army*, *a few persons*, *a great many men*, *a dozen buttons*, *a hundred soldiers*, *a thousand days*, *a million years*. The article *a* or *an* is usually placed before an adjective belonging to the same noun; as, *a good man*. It sometimes comes between a plural adjective and a singular noun, giving the noun a distributive meaning; as, *many an hour*, *many a flower*.

309. *A* or *an* is sometimes preceded by adjectives, when a comparison is made; as, *such a person is as good a man as his neighbor*.

310. The article *the* has nearly the meaning of *this*, *that*, *these*, or *those*, and is placed before nouns in both numbers; it is also placed before adverbs and adjectives in the comparative or superlative degree, "to mark the degree more strongly, and to define it more precisely;" as, *the more studious you are, the more improvement you will make*. *The more* I see him, *the better* I like him.

311. The definite article *the* points out, or refers to some particular thing which is supposed to be well known to the speaker or writer; as, a man of integrity is *the* man we seek.

312. "A noun without an article, or any other word," to limit it, is generally taken in its widest sense; as, 'The proper study of mankind is *man*.'—*Pope*. "Man includes the whole species."—*Lowth*.

313. "A noun without a definitive is frequently used in an indefinite sense to denote a number or quantity, but not the whole; as, 'From whom also I received *letters* to the brethren.'—*Acts*, 22, 5. 'A house is consumed by *fire*—*fire* is extinguished by *water*.' *Letters*, *fire*, and *water*, without an 'article,' denote *some*, an *indefinite number*, but not *all*."—*Dr. Webster*.

LESSON XLVII.

ADJECTIVE *

314. "An adjective is a word joined to a noun or pronoun," and usually expresses a quality of the thing named; as, an *honest* man,—an *amiable* woman,—she is *studious*.

315. Adjectives that do not express quality, generally limit, define, or modify the meaning of the nouns or pronouns to which they belong; as, *twenty* birds, *that* boy, *these* girls, *every* day, *one* man.

316. The only variations which adjectives admit, are the degrees of comparison, except that different numeral adjectives are used to agree with their nouns.

317. Comparison is a change in the form of an adjective to express different degrees of quality; as, *soft*, *softer*, *softest*.

318. "Adjectives have three degrees of comparison,—the *positive*, the *comparative*, and the *superlative*."

319. The *positive* degree denotes the simple form of an adjective without any variation of meaning; as, *coarse*, *fine*, *happy*.

320. The *comparative* degree increases or lessens the meaning of the positive, and denotes a comparison between two persons or things; as, *coarser*, *finer*, *happier*.—"Homer was the *greater* genius, and Virgil the *more correct* writer."—*Blair*.

321. The *superlative* degree increases or lessens the positive to the greatest extent, and denotes a comparison between one and all other persons or things of the same kind; as, *coarsest*, *finest*, *happiest*.—"Of all the great poets, Homer is the *most simple* in his style."—*Blair*.

REGULAR ADJECTIVES.

322. Adjectives are regularly compared, when their comparative degree ends with *er*, or is formed by prefixing *more* or *less* to the positive; and when their superlative degree ends with *est*, or is formed by prefixing *most* or *least* to the positive.

VARIETIES.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Tall,	taller,	tallest.
Safe,	safer,	safest.

* Adjectives express the quality, quantity, number, situation, and circumstances of nouns.—*Porley's Gram.*

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Dry,	drier,	driest.
Hot,	hotter,	hottest.
Happy,	happier,	happiest.
Ample,	ampler,	amplest.
Discreet,	discreeter,	discreetest.
Amiable,	more amiable,	most amiable.
Difficult,	less difficult,	least difficult.

323. Most dissyllables compared by *er* and *est*, end with *y* or silent *e*, or are accented on the last syllable ; as, *lofty*, *loftier*, *loftiest*,—*able*, *abler*, *ablest*,—*polite*, *politer*, *politest*.

324. Most adjectives of two syllables and all adjectives of more than two syllables, are compared by *more* and *most*,—*less* and *least*.

325. All regular adjectives susceptible of comparison, can be compared by *more* and *most*,—*less* and *least*.

326. *Different degrees of comparison* are expressed about things having the same qualities ; as, coarse wool, coarser wool, coarsest wool.

327. *Different degrees of comparison* are not applicable to adjectives, whose meaning cannot be increased or diminished ; as, cubic, absent, quadrangular.

328. Every adjective implies a *general* comparison of its noun with any and every other noun in the language ; for if a man is *wise*, he is *wise* in comparison with others, who do not possess so much wisdom,—a tree is *high* by a comparison with other trees that are *lower*,—a gown is red by a comparison with all other gowns of a different color.

329. Adjectives which express a quality or modification of a noun distinct from every thing else, and which do not admit increase or diminution, are used only in the positive degree ; as, *square*, *round*, *globular*, *present*, *parallel*.

330. Adjectives not used in all the degrees are defective in comparison ; as, *conical*, *preferable*, *westernmost*. *Conical* is wanting in the comparative and superlative degrees, *preferable* in the positive and superlative, and *westernmost* in the comparative degree.

331. Adjectives of superlative signification, do not admit degrees of comparison ; as, *chief*, *infinite*, *principal*.

332. Adjectives terminating with *ish*, denote a degree of comparison less than the positive ; as, *saltish*, *whitish*, *blackish*.

333. Various degrees of comparison may be expressed by adverbs ; as a *very* good apple, an *extremely* warm day.

334. Equality of comparison is frequently expressed by *so*, and *as* ; as, Laura is not *so* studious *as* her sister,—Thomas is *as* industrious *as* his brother.

335. The word *perfect* is pronounced incomparable by the best authorities, and the rule they adopt is as frequently violated. This rule holds good respecting its primitive meaning ; but words by use frequently adopt the meaning of other words ; they then become subject to similar modifications ; as, a *perfect* writer may mean an *excellent* writer, a *correct* writer,—a perfect knowledge

of any science implies a *thorough* knowledge,—and in this adopted sense, *perfect* becomes susceptible of comparison.

IRREGULAR ADJECTIVES.

336. Adjectives are irregularly compared when different words are used to express the comparative and superlative degrees ; as, *good, better, best.*

337. Irregular adjectives used in the positive, comparative, and superlative degrees,—*bad, ill, or evil, worse, worst ; far, farther, farthest, farmost, farthermost ; fore, former, foremost, or first ; good, better, best ; late, later, or latter, latest or last ; little, less or lesser, least ; low, lower, lowest or lowermost ; much or many, more, most ; near, nearer, nearest or next ; old, older or elder, oldest or eldest.*

DEFECTIVE ADJECTIVES.

338. “ Adjectives in the comparative and superlative degrees are sometimes formed from prepositions and adverbs ; as,

<i>Prepositions.</i>	<i>Comp.</i>	<i>Super.</i>
Behind,	hinder,	hindmost or hindermost.
Beneath,	nether,	nethermost.
In,	inner,	innermost or inmost.
Under,	under,	undermost,
Up,	upper,	upmost or uppermost.
<i>Adverbs.</i>		
Aft,	after,	aftmost or aftermost.
Forth,	further,	furthest or furthestmost.
Out,	outer or utter,	outmost, outermost, ntmost, or uttermost.”

339. “ In *behind* and *beneath*, the first syllable of the preposition is dropped. In *beneath* and *out*, the diphthongs are contracted. *Former* is a contraction of *foremore*.”

340. The words *antepenultimate*, *penultimate*, and *ultimate* express a gradation of comparison.

341. The following adjectives are used only in the comparative degree,—*anterior, interior, inferior, junior, major, minor, posterior, preferable, senior, thither* ; as, “ *Hither* beat and *thithers* beat.”—*Lowell Mason.*

342. Adjectives used only in the comparative and superlative degrees,—*exterior, extreme ; prior, prime ; superior, supreme, ulterior, ultimate ; hither, hithermost* ; as, ‘ *Hither* Gaul.’—*Cæsar’s Com. Tr.*

343. Some adjectives form their superlative degree by subjoining *most* to nouns, adjectives, adverbs, or prepositions ; as, from *down, end, front, eastern, head, mid or middle, north, northern, rear, south, southern, top, western*, are formed, *downmost, endmost, frontmost, eastmost, headmost, midmost, or middlemost, northmost, northernmost, rearmost, southmost, southernmost, topmost, westernmost.*

Note 1.—The places of adjectives apparently defective in comparison may be supplied by others of the same meaning ; as, *Pos. equal, Comp. superior, Superl. supreme*, or *chief ; equal, inferior, lowest ; fore, prior, prime ; great, major, greatest ; little, minor, or minus, least ; much, plus, most ; old, senior, oldest ; young, junior, youngest*

LESSON XLVIII.

KINDS OF ADJECTIVES.

344. Adjectives may properly be divided into *proper*, *common*, *noun*, *participial*, *compound*, *numeral*, and *definitive*, or *specifying* adjectives.

345. A *proper* adjective is an adjective that is derived from a proper name, and should begin with a capital letter; as, *American*, *English*, *French*, *Ciceronian*, *Socratic*.

346. A *common* adjective is an adjective that denotes quality, and is usually called an epithet; as, *mild*, *peaceable*, *thoughtful*, *courageous*.

347. Nouns used adjectively may be called *noun* adjectives; as, *sea weed*,—*meadow ground*,—the *morning sun*,—a *birch table*,—a *day school*,—a *pine trunk*,—*garden seeds*,—*tide waters*,—an *iron bar*,—*New-England scenery*. Convenience requires an omission of the hyphen.

348. "A participle used as an adjective may be called a *participial* adjective;" as, a *learned* * man, a *pleasing* story.

349. Some of the obsolete participles of irregular verbs, and others of contracted form, are conveniently used as adjectives; as, *past time*,—a *molten image*,—*wrought nails*. Participles become adjectives by prefixing the negative particle *un*; as, *unknown*, *unseen*.

350. "A *compound* adjective is composed of two words united by a hyphen;" as, *twenty-one*,—*four-leaved*,—*short-sighted*.

351. "Compound adjectives" are variously formed. Some "are formed by uniting an adjective and a noun with a hyphen, and adding the termination *d* or *ed*"; as, *hard-hearted*," *swift-winged*. "In the adjective *long-lived*, the *f* is softened into *v*."

352. Sometimes "a noun and a participle are united by a hyphen; as, *flower-decked*,—" *blood-stained*,—" *war-denouncing*." It is better to omit the hyphen frequently used to unite adverbs to participles or adjectives; as, *well written* is preferable to *well-written*.

353. Adjectives that express number are called *numeral* adjectives; as, *one*, *two*, *three*, *thirty*, a *hundred*.

354. Numeral adjectives are divided into *cardinal* adjectives; as, *one*, *two*, *three*, &c.; into *ordinal* adjectives or adjectives of order; as, *first*, *second*, *third*, *fourth*, &c.; and *multiplicative*; as, *quadruple*, or fourfold, *quintuple* or fivefold, *sextuple* or sixfold, *septuple* or seven-fold, &c.

* Pro. lur'néd. In most adjectives, the termination *ed* forms a distinct syllable.

355. *Definitive or specifying* adjectives precisely point out the nouns to which they belong, and show the extent of their signification, in a definite or indefinite sense.

356. They are divided into the *demonstrative*, the *distributive*, and the *indefinite*.

357. The *demonstrative* precisely point out the things to which they relate; as, *that* man is virtuous; *this* man is vicious.

358. The *demonstrative* adjectives are *this* and *that*, with their plurals, *these* and *those*, and *same*.

359. The *distributive* refer to all the persons or things that make up a number taken separately. They are *each*, *every*, *either*, and *neither*.

360. *Each* denotes every individual of a number separately considered; as, "The king of Israel and the king of Judah sat *each* on his throne."—*Dr. Webster*.

361. *Every* denotes all the individuals of a number separately considered; as, "*Every* man must account for himself."—*Id.*

362. *Either* (*b*) relates to two persons or things taken separately, and signifies the one or the other; as, I will go *either* way. To say, *either of three*, is therefore improper.—*Murray*.

363. *Neither* imports *not either* ('*ne-either*'); that is, not one nor the other; as, "Neither office was filled."—*Id.*

364. The *indefinite* refer to things in a general and indefinite manner. The principal adjectives of this class are, *some*, *one*, *any*, *other*, *all*, *such*, *no* or *none*, *another*, and *several*.

365. *Several* (*u*) is always joined to plural nouns; as, several men were present, which implies that an indefinite number of men, though not a large number, was present,—not less than three.

366. *Another* is compounded of the article *an* and the adjective *other*. *Both* is a numeral adjective; as, *both* offices were vacated.

367. *Own* is an adjective.—*Lowth*. *Own* is joined with the possessive personal pronouns in both numbers, and expresses emphasis and exclusive possession; as, I live in my *own* house. This implies that I do not live in another man's house.

368. *What* and *which*, and their compounds *whatever*, *whatsoever*, *whichever*, and *whichever*, are frequently adjectives.

369. *What*, when used interrogatively, and not joined to any noun expressed, is properly an adjective, the noun thing or some other noun being understood; as, what (thing) did you say?

370. *What* frequently has the force of some adjective preceded by the adverb *how*, or of *how* only, where the adjective is expressed; as, "Into *what* (how great,) misery, he has plunged himself." "*What* a sad accident!" or, "*How* sad an accident!" —*Webster's Gram. p. 32.*

371. *Proper*, noun, numeral, specifying, and most of the compound adjectives seldom admit comparison.

♂ When we speak of more than two, *any* should be used.

♂ From *sever*, to divide, being compounded of *sever* and *all*.

LESSON XLIX.

PRONOUN.

372. "A pronoun is a word used instead of a noun," as, "Edwin improves *his* time; *he* learns *his* lessons well, and *he* remembers *them*."

373. The use of a pronoun is to prevent a repetition of its noun, or to point out the person of the noun which it represents.

374. The general divisions of pronouns are into *personal, relative, interrogative, and several sub-divisions.*

PERSONAL PRONOUNS.

375. A *personal* pronoun is a pronoun that always tells what its person is by its form or spelling.

376. The simple personal pronouns are *I, thou, he, she, and it*,—and their plurals *we, ye or you, and they*, in the nominative case; those in the other cases are found by declining.

377. *I*, represents the first person and no other,—*thou*, the second person,—*he, she, and it*, the third person, singular number.

378. The simple personal pronouns are of all genders, except *he, she, and it*. *He* is masculine, *she* is feminine, *it* is neuter. *His* is used in our translation of the Bible both in the masculine and neuter gender; as, "If the *salt* have lost *his* savor, wherewith shall it be salted?"—*Matt.* 5, 13. The pronoun *its*, now used by modern writers, which had not been introduced into the English language when the Bible was translated, does not occur in the present version, except by misprint.

379. The pronouns *you, your, and yours*, are of the *common* number,—that is, either *singular or plural*. The verb agreeing with the pronoun *you* is, also, of the *common number*.

380. Pronouns being used instead of nouns are subject to the same modifications; namely, *person, number, gender, and case*.

381. DECLENSION OF THE PERSONAL PRONOUNS. See 22.

The only words in the English language in which *objectives* differ in their spelling from *nominatives*, are, *me, us, thee, you, him, her, them, and whom*.

382. The personal pronouns in the *possessive* case have two uses, and most of them two forms; one has the noun expressed to

which it belongs; as, *my* book, *your* Bible; the other has the governing word understood or at the end of the sentence, and is a substitute for two words; as, "My sword and *yours* are kin."—*Shakspeare*. *Yours* is a substitute for the words *your* and *sword*, the word *sword* being understood. The remaining ones are used in a similar manner.

383. COMPOUND PERSONAL PRONOUNS.

The compound personal pronouns are used only in the nominative and objective cases, and are formed by subjoining the noun *self* (*b*) to the personal pronouns, *my*, *thy*, *your*, *him*, and *it* in the singular number, and the plural *selves* to *our*, *your*, and *them* in the plural number.

384. FIRST PERSON.

<i>Singular.</i>		<i>Plural.</i>
<i>Nom.</i>	<i>Myself,</i>	<i>Ourselves,</i>
<i>Poss.</i>	<u> </u>	<u> </u>
<i>Obj.</i>	<i>myself,</i>	<i>ourselves.</i>

SECOND PERSON.

<i>Nom.</i>	<i>Thyself, or yourself,</i>	<i>Yourselves</i>
<i>Poss.</i>	<u> </u>	<u> </u>
<i>Obj.</i>	<i>Thyself, or yourself,</i>	<i>yourselves</i>

THIRD PERSON.

<i>Mas.</i>	<i>Fem.</i>	<i>Neuter.</i>	
<i>Nom.</i>	<i>Himself,</i>	<i>herself, itself,</i>	<i>Themselves.</i>
<i>Poss.</i>	<u> </u>	<u> </u>	<u> </u>
<i>Obj.</i>	<i>Himself,</i>	<i>herself, itself,</i>	<i>themselves.</i>

RELATIVE PRONOUNS.

385. A relative pronoun is a pronoun that relates to a preceding word, sentence, or part of a sentence, called its antecedent; as, "The man, who is virtuous, deserves our esteem."

386. Relative pronouns also connect their own members of a sentence with that containing the antecedent word or phrase, which they are used to explain.

387. Nouns are most generally the antecedents of relatives; sometimes *personal* and *interrogative* pronouns; as, "*He who* is devoid of sympathy, is wanting in refinement." "*Who that* has a just sense of moral obligation, will rashly forfeit the confidence reposed in him?"

388. The relative pronouns are *who*, *whose*, *whom*, *which*, *that*, and sometimes *as*.

389. "*Who* and *whom* relate to persons."

390. "*Which* relates to things, or to animals that are

Self and *soul* are derived from the Latin word *solus*, (*alone*.) *Self* is used considerably in compound words and frequently as a noun.—*Rees' Cyclopaedia*.

not persons. *Which* formerly related to persons, as well as things; as, "There was a man which had a withered hand."—*Mark* 3, 1.

391. *That*, *whose*, and *as* relate either to persons or things.

392. *That* is a relative pronoun when it can be changed into *who*, *whom*, or *which*; and it never follows the word which governs it in the objective case.

393. *That* is elegantly used in preference to *who*, *whom*, or *which* in the following instances;—

1. After an adjective in the *superlative degree*; as, "Catherine's followers were the *most profligate that* could be found in any city."

2. After the adjective *same*; as, "He is the same gentleman *that* passed yesterday."

3. After the interrogative *who* and *which* to prevent tautology; as, "*Who that* has any sense of religion, would have argued thus?" "Which of two bodies, that move with the same velocity, will exercise the greatest power?"

4. When the relative has more than one antecedent connected by *and*, and one is a person and the other or others are not; as, "The *woman* and the *estate, that* became his portion, were too much for his moderation."

5. When the antecedent is a child, or when euphony requires it; as, "This is the *child that* has been sick,"—"a noun is the name of any thing *that* exists."

6. When the antecedent is a collective noun, and does not directly refer to persons; as, "The crowds *that* have usually assembled, do not now assemble."

394. *As* is a relative pronoun (*c*) after the adjective *such*, sometimes after *same*, and in some other instances; as, "Send him *such* books *as* will please him."—*Dr. Webster*.

395. *As*, when a relative pronoun, can be changed into *who*, *whom*, *which*, or *that*, omitting *such*, *same*, or *other* words used to demonstrate its antecedent, and substituting for them the demonstrative particles, *the*, *that*, or *those*.

396. *As*, when in the objective case, always comes before the word which governs it, and frequently relates to a whole sentence for its antecedent; as, "I am a linen draper bold, *as* all the world doth know."—*Cowper*. "Participles have the same government *as* the verbs have from which they are derived."—*Murray*.

397. *Whose*, (*d*) the possessive of *who*, is also by repu-

^c "See instances in Acts iv. 6, 34,—1 Tim. vi. 6,—Jno. i. 12."

^d *Whose* is resolvable into *of whom*, or *of which*.

table usage, the adopted possessive of which, and relates either to persons or things.

Authorities for the use of whose.

Nor crush a worm, *whose* useful light

Might serve, however small,

To show a stumbling stone by night,

And save him from a fall.—*Cooper.*

The leaves greet thee, Spring! the joyous leaves,

Whose tremblings gladden many a copse and glade.—*Mrs. Hemans.*

Some felled the pine; the oak while others hewed,

Whose leaves a thousand changing springs renewed;

Whose stately bulk a thousand winters stood.—*Hoole's Tasso.*

Be thine the tree *whose* dauntless boughs

Brave summer's drought and winter's gloom.—*Sir W. Scott.*

—— That day the golden trump,

Whose voice, from centre to circumference

Of all created things is heard distinct.—*Robert Pollok.*

The great standard of purity is use, *whose* essential properties have been considered and explained.—*Campbell's Rhet.*

Time is a species of quantity, *whose* measure can be expressed, in hours, minutes, and seconds.—*Day's Algebra.*

Nor is any language complete, *whose* verbs have not tenses.—*Harris's Hermes.*

Adverbs or Modifiers are usually placed near the words, *whose* signification they are intended to affect.—*Dr. Webster.*

398. Relative pronouns are so called, because they are dependent for their person, number, and gender, on a preceding word called their antecedent.

399. Declension of the Relative Pronouns. See 209.

The relative *whom* is erroneously used after *than*, instead of *who*. If either is used, *who* is to be preferred. But reputable usage, as well as analogy, decides in favor of using a *personal* pronoun in the *nominative* case; as, Washington, than whom, (who) (is,) no man is more deserving. No man is more deserving than *he* is.

INTERROGATIVE PRONOUNS.

400. An *interrogative* pronoun is a pronoun that is used in asking questions,—one that relates to a following word, sentence, or part of a sentence, called its *subsequent*; as, *Whom* did you see? I saw *Henry*.

401. The *subsequent*, or that which an interrogative pronoun represents, is the word or phrase which will supply its place in the answer to the question.

402. The subsequent is always in the same case that the word is, which asks the question; as, "*Who* wrote

the letter? *Deborah* wrote it." *Who* and *Deborah* are in the same case.

403. The interrogative pronouns are *what*, *who*, *whose*, *whom*, and *which*.

404. *What* is used only in the nominative and objective cases; the other interrogative pronouns are declined like the relative pronouns.

405. *Which*, when used interrogatively, refers to one of two or more persons or things. *Whether* was formerly used in asking questions with a dual limitation, where *which* is now used; as, "*Whether* is greater, the gift, or the altar that sanctifieth the gift?"—*Matt.* 23, 19.

LESSON L.

COMPOUND PRONOUNS.

406. "*What* is often used instead of *that which*, or *the thing which*, and sometimes instead of *those which*; and is therefore a *compound pronoun*, including both the antecedent and the relative;" as, "*What* is commanded, must be obeyed." The antecedent part is a *demonstrative pronoun*, representing the noun thing understood.

407. "*Whatever* has the meaning of *any thing which* or *every thing which*," and the antecedent part is generally an *indefinite pronoun*; as "*Whatever* we do, should be well done."

408. *Whatsoever* has a meaning similar to that of *whatever*; as, "*Whatsoever* he doeth, shall prosper."—*Bible*.

409. "*Whoever* is frequently a *compound pronoun*, used instead of *any person*, or *every person who*; as, "*Whoever* disregards the rights of his fellow beings, deserves the detestation of mankind."

410. *Whoso* and *whosoever* are similar to *whoever* both in meaning and use; as, "*Whoso* keepeth his mouth and his tongue, keepeth his soul from trouble."—*Prov.*—" *Whosoever* shall eat this bread, and drink this cup of the Lord, unworthily, shall be guilty of the body and blood of the Lord."—*1 Cor.* 11, 27.

411. The *compound pronouns* are *what*, *whatever*, *whatsoever*, *whoever*, *whoso*, and *whosoever*. *Whatsoever*, *who*, and *whosoever*, are confined to the solemn style.

INDEFINITE PRONOUNS.

412. "*Who, whoever, whoso, whosoever, which, whichever, whichsoever, what, whatever, and whatsoever,* are indefinite pronouns, when not relative, interrogative, or compound."

413. *What* stands for an indefinite idea; as, "He cares not *what* he says or does."—*Dr. Webster.*

414. *Whoever* represents *whatever person*; as, "He has done unjustly, *whoever* (*a*) he is."—*Walker's Trans. Lat. Read.*

Not thou, *whoe'er* thou art, with vaunting breath,
Shalt long enjoy the triumph of my death.—*Hoole's Tasso.*
And deem the bard, *whoe'er* he be,
Unworthy.—*Cowper.*

415. *Who*, when an indefinite pronoun, involves the meaning of *what person*; as, "I know not *who* he is." "Tell me *whom* you saw." "I do not care *who* knows it."—*Steele.*

How loved, how valued once, avails thee not,
To *whom* related, or by *whom* begot.—*Cowper.*

Is it not lawful for us, not to know *who* thou art?—*Trans. Walker's Lat. R.*

416. *Whatever* is a substitute for *whatever thing* or *things*, and is either an indefinite pronoun or an adjective belonging to thing or things understood; as, "*Whatever* we do, we should do all for the glory of God." "*Whatever* Gravity (may) be, it is plain, that it acts every moment of time."—*Ostrander's Ast.*

417. The personal pronouns, *he, she, and they*, and their variations, are used indefinitely, when followed by relative pronouns; as, "*He*, (that man,) who is pious, enjoys happiness." "*She*, (that woman,) who is virtuous, deserves esteem." "*They*, (those persons,) who labor, will receive the rewards of industry." *He, she, and they* do not represent any particular persons, but designate such as fall within the sphere of description.

418. *You* is used indefinitely by writers, indicating any persons whom they may imagine to be addressed.

419. *One* is frequently an indefinite pronoun representing the noun *person* without identifying who the person is; it forms its plural regularly, and sometimes has the article *the* or adjectives belonging to it; as, *any one, every one, the one*, the great ones. It also has a possessive case; as *one's self*—as *one's* duty.

Examples.—"Every *one* (person) knows how the loss of a tooth, or a contusion on the lip, affects the formation of oral sounds."—*Porter's Analysis.*

• Inique fecit, quisquis ille est.

Each *one* shall turn to his own people.—*Isa.* 18. *Lowth's Trans.*

Let every *one* that hath ears to hear, attend to it.—*Doddridge.*

I have commanded my sanctified *ones*,—I have also called my mighty *ones*.—*Isa.* 13, 3.

420. *One* sometimes represents an antecedent noun in the same definite manner that personal pronouns do, where a repetition of the noun would be unpleasant to the ear, and where a personal pronoun could not properly be used; as, "Imperfect articulation comes not so much from bad *organs* as from the abuse of good *ones*."—*Porter's Analysis.*

DEMONSTRATIVE PRONOUNS.

421. "*This* and *that*, *these* and *those*, are occasionally pronouns, pointing out the nouns to which they relate, as more near or more distant; and they are therefore called *demonstrative* pronouns. *This* relates to the latter of two nouns; and *that* to the former;" as,

Self (*a*) *love* and reason to one end aspire,

Pain their aversion, pleasure their desire;

But greedy *that* (*self love*,) its object would devour;

This (reason,) taste the honey and not wound the flower.—*Pope.*

422. *Former* and *latter* are sometimes *demonstrative* pronouns; as, "Sublimity and vehemence are often confounded, the *latter* (*vehemence*) being considered a species of the *former*, (*sublimity*)." *Camp. Rhet.*

VARIOUS KINDS.

423. *This* and *that* frequently represent sentences or parts of sentences; as, "And *this* by dear experience gain,

That pleasure's ever bought with pain."—*Merrick.*

424. *Such*, *that*, *both*, and *which*, are sometimes pronouns, used in the same manner that *one* is in 420.

Such.

"Call man what thou fanciest *such*," (man.)

"*Will* was originally a *principal verb*, and is still used as *such* in our language."—*Dr. Webster.*

"Many words commonly belonging to other parts of speech, are occasionally used as *nouns*, and must be parsed as *such*."—*Goold Brown's Grammar.*

That.

The most acceptable offering is *that* (*the offering*) of a broken and contrite spirit.

His death was *that* (*the death*) of a true Christian.—*Brown's Enc.*

The powers of the mind, like *those* (*the powers*) of the body, must be strengthened by experience.—*Hedge.*

Both.

There arrived, *both* (Adam and Eve) stood,

Both turned.—*Milton.*

Abraham took sheep and oxen, and gave them to Abimelech,

a When nouns are used as adjectives, it is better to omit the hyphen frequently used to join them to the following noun.

and *both* of them (Abraham and Abimelech,) made a covenant *Gen.* 21, 27.

Which.

A *good temper* is the next qualification; the value of *which*, in a friend, you will want no arguments to prove.—*Mrs. Chapone.*

COMPOUND WORDS.

425. *What*, (*a*) *whatever*, and *whatsoever*, are sometimes *compound words* in meaning, being used instead of an *adjective* or *article* and a *relative pronoun*.

426. *What*, *whatever*, and *whatsoever*, when *compound words*, generally precede the nouns to which they belong as *adjectives* or *articles*, and which they represent as *pronouns*; and in analyzing, the noun comes between the *adjective* or *article* and the *pronoun*.

Illustrations.

And show *what* fears (*those fears which*,) his trembling bosom move.

Hoole's Tasso.

What book (*any book which*,) he wished he read;

What sage (*any sage whom*,) to hear, he heard. *Pollok.*

What blessings (*those blessings which*,) thy free bounty gives,
Let me not cast away.—*Pope.*

Nature endows, with richer treasures, *whatever* happy man (*every* happy man *who*,) will deign to use them.—*Akenside.*

In *what* manner (*the manner in which*,) he succeeded, is unknown to me.—*Smith's Pro. Gram.*

This he said, signifying *what* death (*the death which*) he should die.—*Jno.* 12, 33.

We will certainly do *whatsoever* thing (*every* thing *which*,) goeth forth out of our mouth.—*Jer.* 44, 17.

What time (*at the time when* or *at which*,) the sun withdrew his cheerful light,

And sought the sable caverns of the night.—*Hoole's Tasso.*

427. The preceding quotations exemplify the philosophical meaning of *what*, *whatever*, and *whatsoever*, when *compound pronouns*; as, "What improves, edifies us." *What* is elliptically *what thing* or *that thing which*

SUBSTITUTES.

428. Specifying *adjectives* and all other *adjectives* elliptically used to represent nouns understood, may be parsed as *substitutes* and in the same person, number, gender, and case as the nouns to which they elliptically belong.

429. Those who prefer to do it, can parse all *substitutes* as *adjectives* belonging to their nouns understood; as, "*Each* (person) will support *what* *all* (persons) approve."

* Authorities for using *compound words*,—*Dr. Webster and Gould Brown.*

Obs.—*Each* may be parsed as a *substitute* for *each person*, of the third person, singular number, or as an adjective belonging to person understood. *All* may be parsed in the same manner, when in the plural number.

430. *All, another, any, each, either, few, first, last, little, much, (a) many, neither, none, one, own, other, same, several, some, such, this, and that*, and all adjectives and participles preceded by the article *the*, are frequently used as substitutes.

Illustrations.

No man can do *another's* (another man's) duty. Ask not *another* (man) to do thine.

If a soul sin through ignorance against *any* (commandment) of the commandments of the Lord.—*Lev.* 4, 2.

Either (road) of the roads, is good.

The last shall be *first*, and the *first last*.—*Matt.* 20, 16.

Many (persons) are biased by prejudice.

Neither (office) of the offices will suit the candidate.

431. *None* (b) (no one) is a substitute for the negative adjective *no*, and a noun understood, and is used by good authorities in both numbers; as, "*None* (no person) is so deaf as he that will not hear." "*None* (no productions) of their productions are extant."—*Blair*.

432. *One* is often a *substitute* for the same noun in the singular number that follows it in the plural and is separated from it by the preposition *of*; as, "*One* (book) of the books was lost."

433. *Other* is a substitute for nouns in the possessive singular and in all the cases in the plural number; as, "*The other's* (other boy's) lesson was easy."

Some (persons) talk of subjects that they do not understand; others (other persons) praise virtue who do not practise it.—*Dr. Johnson*.

He came unto his *own* (possessions,) and his *own* (people) received him not.—*Jno.* 1, 11.

Charity is the *same* (thing) with benevolence or love.—*Blair*.

Jabal was the father of *such* (persons) as dwell in tents, and *such* as have cattle.—*Gen.* 4, 20.

This (book) is my book; *that* (book) is yours. All (men) are in pursuit of happiness. Blessed are *the meek* (persons.) *The young* (persons) may die; *the aged* (persons) must die. *The past* (time) should be a memento for the *future*, (time.) *The many* (persons) form their opinions from the *few*.

434. An adjective with the article *the* before it, is equivalent in meaning to an adjective and its noun expressed; as, *The past* and *the future* are equivalent to *past time* and *future time*. The article *the* before adjectives in such cases denotes the absence of some noun.

ONE ANOTHER AND EACH OTHER.

435. *One* and *another* are used together to distribute a plural number collectively expressed by an antecedent noun or pronoun among the several individuals, comprising that number. Each oth-

a Much is derived from a Saxon word meaning heap.—*Fowle*.

b None, pro. nūn, bears the same relation to *no*, that *my* does to *mine*.—

er is used in a similar manner, but is properly restricted to a dual limitation. Correct writers, however, apply it, like *each*, to more than two individuals.

436. *One another* is used, when we speak of several persons or things; as, "Four men were talking to *one another*."—*Usher's Gram.*

437. *Each other* ought to be used, when we speak of only two persons or things; as, "Harriet and Eliza are attached to *each other*."—*Id.*

LESSON LI.

VERB.

438. A verb is a word which signifies *to be, to act, to impart action, or to receive it*; as, *I am, I act, I govern, I am governed; I believe, thou believest, he believes.*

GENERAL DIVISIONS.

439. Verbs are divided into three classes,—*active, passive, and neuter.*

440. An *active* verb expresses an action which ends on some object, or one which passes from an agent to an object, and governs an objective case either expressed or understood; as, "*Ezra respects his teacher.*"

441. A *passive* verb denotes action received by its nominative case, or the noun or pronoun to which the verb refers; as, "*Ezra is respected by his teacher.*"

442. A *neuter* verb expresses existence or the state of existence, or it expresses an action that is wholly limited to its nominative case; as, "*Thou art, he is, they sit, we walk.*"

443. The more philosophical division of verbs into *transitive, passive, and intransitive*, can be adopted, whenever preferred.

444. The nominative case to an active verb generally precedes the verb, and the objective case follows it.

DEFINITE FORM OF THE VERB.

445. The subjoining of a participle ending with *ing* to the auxiliary verb *to be*, gives to the verbal (*a*) tense a *precise and definite* meaning. Verbs thus constructed, denote continued, progressive, and unfinished action or existence, are either active or neuter, and are said to be in the **DEFINITE FORM**; as, *The masters were studying, while the misses were reciting.*

446. All verbs, whose tenses are not formed by subjoining a participle in *ing*, are used indefinitely, apart from adverbs or phrases which modify their meaning; as, "*Brutus slew Cæsar.*"

447. Verbs in the *definite form* sometimes have a passive signification; that is, the action is received by the subject of the verb; as, *The house is building.*

a Verbal tense, tense of the verb.

448. The component parts of the English verb, or name of action, are few, simple, and natural; they consist of three words; as, *plough, ploughing, ploughed*. These words and their inflections, can be employed either *actively* or *passively*. *Actively*, "they *plough* the fields, they *are ploughing* the fields, they *ploughed* the fields;" *passively*, "the fields *plough* well, the fields *are ploughing*, the fields *are ploughed*."—*I. Grant, p. 65.*

449. English and American writers have of late introduced a new kind of phraseology, which has become quite prevalent in the periodical and popular publications of the day. Their intention, doubtless, is to supersede the use of the verb in the *definite form*, when it has a passive signification. They say, "The ship is *being built*,—time is *being wasted*,—work is *being advanced*," instead of "the ship is *building*, time is *wasting*, the work is *advancing*." Such a phraseology is a solecism too palpable to receive any favor; it is at war with the practice of the most distinguished writers in the English language, such as Dr. Johnson and Addison. When an individual says, a house is being burned, he declares that a house is *existing, burned*, which is impossible; for *being* means *existing*, and *burned, consumed by fire*. The house ceases to exist as such, after it is consumed by fire. But when he says a house is *burning*, we understand that it is *consuming by fire*; instead of inaccurate precision, doubt, and ambiguity, we have a form of expression perfectly intelligible, beautiful, definite, and appropriate.

450. The *definite form* of the verb, is one of the most beautiful and comprehensive idioms of the language. Verbs in the *common form* are used *indefinitely*.

451. When active verbs are changed into passive verbs, the object of the active verb becomes the subject of the passive verb, and the agent of the active verb is expressed in the objective case with the preposition *by, with, or in*; as, "*Alexander conquered Persia.*" *Persia* was conquered *by Alexander*.

452. "The verb *bear, to bring forth*, when used in the passive voice, and when not followed by the preposition *by*, has *born* instead of *borne*. The verb *freight*, in the passive, has *freighted* or *fraught*."

453. "Neuter verbs expressing change of place or state, frequently have a passive form; as, "The sun is *risen*." "He is *gone*."

454. This form of expression seems objectionable, notwithstanding it is sanctioned by such authorities as Lowth and Priestley. We prefer the use of *have to be, or am* and its variations, with the perfect participles of neuter verbs.—*See examples in Murray's Octavo Gram. p. 186.*

TERMINATIONS.

455. Verbs with respect to their terminations, are divided into regular and irregular.

REGULAR VERBS.

456. A *regular verb* is a verb, whose imperfect tense and perfect participle end with *ed*; as, Pres. *save*, Imp. *saved*, Per. Part. *saved*.

457. Regular verbs are of four kinds,—1, those which add *d* only when the verb ends with *e*,—2, those which add *ed* only,—3, those which, ending with *y* after a consonant, change *y* into *i* and add *ed*,—4, monosyllables or words accented on the last syllable, ending with a single consonant after a single vowel, double the last letter before *ed*.

458. *W* is a consonant before a single vowel in the same syllable; as in swim. *Qu* has the power of *kw*, therefore, quit doubles the final consonant in forming the preterit.

Examples of each kind.

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Part.</i>
1. Receive,	received,	received.
1. Love,	loved,	loved.
2. Journey,	journeyed, (<i>a</i>)	journeyed.
2. Destroy,	destroyed,	destroyed.
2. Delay,	delayed,	delayed.
2. Learn,	learned,	learned.
2. Woo,	wooed,	wooed.
3. Glorify,	glorified,	glorified.
3. Ratify,	ratified,	ratified.
4. Drop,	dropped,	dropped.
4. Commit,	committed,	committed.
4. Quit,	quitted,	quitted.

IRREGULAR VERBS.

459. An *irregular* verb is a verb, whose imperfect tense and perfect participle do not end with *ed*; as, Pres. go or wend, Imp. went, Per. Part. gone. The whole number of irregular verbs in the English language, the defective included, is about 177. The whole number of verbs, regular and irregular, simple and compounded, taken together, is about 4300.—*Lowth*.

460. As shew and strew mean the same as show and strow, and are pronounced in the same manner, they should be disused in all their variations.

461. The termination *en* was formerly much more used than at present; as, baken, boughten, bounden, chidden, cloven, drunken, foughten, gotten, holden, holpen, molten, ridden, shapen, shaven, sitten, spitten, slidden, stricken, stridden, striven, thriven, and waxen were used where baked, bought, bound, chided or chid, cleaved or cleft, drunk, fought, got, held, helped, melted, rode, shaped, shaved, sat, spit, slid, struck, strode, strived or strove, thrived, and waxed are now appropriately used.

462. Boughten, drunken, molten, and cloven, are retained as adjectives. Beholden meaning obliged, bound in gratitude, indebted, is an adjective. *Rid* may be considered a perfect participle or an adjective, when it means free or clear; as, "to be *rid* of trouble." *Holden* is sometimes used in public notices, but *held* is preferable. *Stricken* is common in congressional debates, but *struck* is much more elegant. *Wrought*, says Dr. Webster, is evidently obsolescent.

^a Words of participial termination follow the same rule as journey; as, a moneyed interest. The plural of money is *moneya*.

463. Many verbs also had *a* in the Imperfect tense, where we now use *o* or *u*; as, bare, brake, drave, gat, rang, sang, sank, spat, spake, sprang, sware, and tare,—for bore, broke, drove, got, rung, sung, sunk, spit, spoke, sprung, swore, and tore.

464. Verbs of regular termination are preferable, when sanctioned by reputable usage; therefore such contractions as blest, confest, checkt, crost, distrest, dreamt, dropt, exprest, fixt, jump't, learnt, lit, mist, past, propt, shipt, snapt, stept, sto't, strip't, topt, and whipt, should never be used either in prose or poetry instead of blessed, confessed, checked, crossed, distressed, dreamed, dropped, expressed, fixed, jumped, learned, lighted, missed, passed, propped, shipped, snapped, stepped, stopped, stripped, topped, whipped, and others of similar form.

465. *Past* is used as an adjective; as, past time. In several words, says Dr. Webster, the dropping of *n* in the participle, will make a convenient distinction between the participle and the adjective; for in the latter, we always retain the *en*,—we always say, a written treatise, a spoken language, a hidden mystery,—though the best authors, write, a “mystery hid from ages;” “the language spoke in Bengal.”

466. Correct usage is now in favor of contracting the *pronunciation* of words ending with *ed*, in poetry, when they do not add a syllable to a word, instead of contracting by an apostrophe; as, confined, (pro. confin'd) not written confin'd.

MODIFICATIONS.

467. Verbs have four properties or modifications,—mode, tense, number, and person.

468. “*Mode* is the *manner* of representing what is expressed by the verb.”

469. *Mode* is the proper translation of the Latin *modus*; and the orthography *mood* confounds this grammatical term with a word of different origin, denoting *temper* or *state of the mind*.—*Dr. Webster.*

470. Verbs have five modes,—the *Indicative*, the *Infinitive*, the *Potential*, the *Imperative*, and the *Subjunctive*.

471. The *Indicative* mode simply affirms or declares a thing, either positively or negatively, or it asks a question; as, Josiah is studious; he is not idle. *Did* you ever see him?

472. The *Infinitive* mode expresses a thing in a general and unlimited manner, and has no nominative case; as, *To be*, *to write*, *to be written*.

473. The *Potential* mode expresses power or ability, liberty, possibility, will, obligation, or necessity, and is used in asking questions; as, *I can write*, *you may work*, *it may rain*, *he would go*, *they should have gone*, *we must write*. *Can we find him?*

474. “The *Imperative* mode of the verb is used to command, entreat, exhort, or permit; this mode usually has the nominative after the verb,” and most generally understood; as, Leave me, pardon my intrusion, do not idle away your time, depart in peace.

475. The *Subjunctive* or Conditional mode expresses an action or event in a doubtful or conditional manner; as, “If you go, I will accompany you.”

476. “*Were* is sometimes used in the Potential mode, Imper-

fect tense, instead of *would be* or *should be*; and *had* in the Pluperfect tense, instead of *would have* or *should have*;" as, "Insensate wretch! as if the attempt *were* light, T" oppose Jehovah's will, and dare his might."—*Hoole's Tasso*. "Else *had* his hand this panting bosom gored."—*Id.*

477. *Had rather* is incorrectly used for *would rather*, or *should rather*; and *had as lives* for *would as lief* or *should as lief*. *Had better* is used in a similar manner; but in some forms of expression, it is more difficult to be avoided.

478. "The Imperfect tense of the Subjunctive form of the verb *to be*, is to be used only when the verb has a negative present signification;" as, "If I *were* known" supposes "I am not known." "If I *were* not known," supposes "I am known." A negative sentence has the meaning of an affirmative one; and an affirmative sentence has the meaning of a negative one; as, "If I *had* the money," implies that I have not the money, and the word *had*, preceded by *if*, has a negative present signification. The particle *not* would give it an opposite meaning.

479. The potential mode may be converted into the Subjunctive by prefixing *if*, *though*, *lest*, or *unless*; it is preferable, even then, to parse the verb in the Potential mode.

480. The Imperative mode is generally used in the second person, agreeing with *thou*, *ye*, or *you*, expressed or understood.

481. However, in imitation of other languages which have two or three persons in the Imperative mode, we occasionally meet with verbs used in a similar manner in the first, but more frequently in the third person. In imperative sentences, the fewer the words, the more comprehensive is the language of sublime descriptions. The third person Imperative most happily and beautifully expresses such descriptions, when used without the verb *let*. Turner's *Sac. History of the World* contains the following graphic version of the 1st chapter of Genesis, verse 3, in illustration of what we have said; as, "And Elohim said, *Light be!* and light was." (α) We subjoin other authorities; as, *Thy money perish* with thee.—*Bible*. My soul, turn from them,—*turn we* to survey.—*Goldsmith*. *God save* the king.—*Shakspeare*. The Lord *direct* your hearts.—*2 Thes.* 3, 5. I love a manly regulated liberty as much as any man, *be he* who he may.—*Burke*. Rahab said, According to your words, *so be it*.—*Josh.* 2, 21. *Peace be* to this house.—*Luke* 10, 5.

482. Tense is the distinction of time.

483. The general divisions of time are three, the Present, the Past, and the Future.

484. The greatest number of tenses which verbs have, is six; the Present, the Imperfect, the Perfect, the Pluperfect, the First Future, and the Second Future.

485. Verbs in the *Present* tense denote what happens or is happening at the present time; as, "I *desire* knowledge." "The scholars *are studying*."

486. Verbs in the *Imperfect* tense denote what happened or was happening in time completely past; as, "I *saw*

α The same is briefly expressed in Latin,—*Sit lux! lux fuit.*

my brother yesterday, who *was making* preparations to visit me."

487. Verbs in the *Perfect* tense denote what has happened or has been happening in time past up to the present, leaving a portion of the time yet to pass away; as, "I *have been arranging* my minerals to-day, and *have had* no leisure for other avocations."

488. Verbs in the *Pluperfect* tense denote what had happened or had been happening, at or before some other past time specified in the sentence; as, "I *had obtained* the intelligence, before Henry arrived, and *had been preparing* to receive him."

489. The *First future* tense denotes what will happen or what will be happening hereafter; as, "The sun *will rise* to-morrow, and I *shall then be making* preparations to depart."

490. The *Second future (a)* tense denotes what will have happened or what will have been happening, at or before some other future time specified in the sentence; as, "I *shall have closed* my school by the first of December." "I *shall have been making* preparations a month, before my friend arrives."

491. The Present tense in the Indicative mode is used to express general facts which are true or false at all times, though centuries may have elapsed since they were uttered; as, "God is love." "Men live to do good." "Ardent piety breathes a spirit of devotion."

492. The present tense is used in speaking of actions continued with occasional intermissions to the present time; as, "He walks out every morning." "The President visits his residence every summer."—*Murray*.

493. We use the Present tense in speaking of a person who has long been dead, but whose works are extant; he seems to live in them,—though dead, yet speaks; as, "Seneca reasons and moralizes well." "Job speaks feelingly of his afflictions."

494. The historian, the poet, and the orator, frequently use the Present tense to exhibit to the view of the reader or hearer, past or future transactions as if actually present. This use of it heightens greatly the power of description; as,

Now storms the victor, at the Trojan wall,
Surveys the towers, and meditates their fall.—*Iliad* 5.

495. The Present tense is used to express future time when preceded by *ere*, *before*, *after*, *till*, *until*, or *as soon as*. The mind being carried forward to the time that an event happens,

a *Future Perfect* would be a more appropriate name for the Second future tense, as it denotes time which will be past and finished at some future time. The only objection is innovation.

easily conceives it to be present; therefore, the verb is only relatively future. Several tenses that are used to express time, are frequently relatively future.

496. Future time is sometimes expressed after the particles *ere*, *before*, *till*, or *until*, an auxiliary being understood; as,

“Ere fresh morning (shall) streak the east,

—————We must be risen.”—*Milton*.

“Prove that you have human feelings,

Ere you (shall) proudly question ours.”—*Cowper*.

This is a poetic license, and is not admissible in prose. The verbs following *ere*, *before*, *till*, or *until*, are always in the Indicative mode, when the auxiliary is understood.

497. The Infinitive mode and participles are used to express relatively present, past, or future time.

498. The simple form of the verb in the Imperfect tense, Indicative mode, without an auxiliary, is called the preterit (past tense) in grammars and dictionaries.

499. The word *imperfect* means *unfinished*, or *incomplete*. The Imperfect tense derived its name from the use of the definite form of the verb in that tense.

500. The perfect tense is used to denote time past and finished at the present time, including the time mentioned; but the Imperfect tense is used to denote time completely past before the present time. ‘I saw my brother yesterday.’ This event occurred in time completely past,—therefore, the Imperfect tense is appropriately used. ‘I have read the news this week.’ In this sentence, the Perfect tense is correctly used, because it denotes the finishing of a past action at the present time, including the whole of that portion of the week which had passed previous to the reading of the news, and leaving a part of it yet to pass away. When we speak of any event “as happening or not happening” in the day, week, month, year, century, or “age, in which we mention it, the Perfect must be employed;” as, ‘I *have been writing* to-day;’ ‘Much labor *has been done* this month;’ ‘Many remarkable events *have transpired* this year;’ ‘Philosophers *have made* great discoveries in the present century.’ In speaking of the past century, we should use the Imperfect tense, because time completely past is denoted. We should say, “Philosophers *made* great discoveries the past century.” “The perfect tense is also used when no particular past time is specified;” as, ‘I have read Watts on the Mind many times.’

501. We should use the Perfect tense in speaking of the writings of an author whose writings are now in existence; but if neither the writings nor the author is in existence, the Imperfect should be used.

“We can properly say ‘Cicero *has written* orations;’ but we cannot properly say ‘Cicero *has written* poems,’—because the orations are in being, but the poems are lost.”

502. The perfect tense, preceded by *when*, *after*, *ere*, *before*, *till*, *until*, or *as soon as*, is often used to denote the relative time of a future action or event; as, “*When* I have finished my letter, I will attend to his request.”—*Murray*. “You shall not regret

our fair dominions, *till* twice five summers have enriched our fields."

Shakspeare

Salvation ! O salvation !
The joyful sound proclaim,
Till earth's remotest nation
Has learned Messiah's name.—*Bishop Heber.*

LESSON LII.

NUMBER AND PERSON.

503. The number and person of a verb are those modifications or changes, which it undergoes to agree with its nominative case or subject.

504. Verbs have two numbers, the singular and the plural, and three persons in each number.

505. Verbs abstractly considered have no number or person; but are said to possess these modifications, because the nominatives do with which they agree.

506. The verb, in some of its parts, varies its endings, to agree with different persons of the same number; as, *Thou lovest*, he *loveth* or *loves*.—*Murray.*

507. The verb is never varied in the plural number, nor in the first person singular number, to express the different persons, except one or two variations of the verb *be* or *am*. In the compound tenses, the variations are confined to the auxiliary verbs.

508. There are two general forms of expressing language, which in different ways affect the number and person of verbs, called the solemn and familiar style.

FAMILIAR STYLE.

509. The *familiar* style consists principally in the variations, which arise from the use of the pronoun *you* both in the singular and plural number.

510. In the familiar style, none of the terminations of verbs are varied to agree with their respective nominatives, except the third person singular in the Indicative mode, Present tense, the auxiliary *has*, which is used with the perfect participle to form the third person singular of the perfect, Indicative and Subjunctive modes, and a few variations of the verb *be* or *am*.

511. The third person singular in the Indicative mode, Present tense, familiar style, always ends with *s* or *es*, and the same rules are applicable in adding this termination as in forming the plural number of nouns.

1. The verb *be* or *am* in the Indicative mode, Present tense, has *am* in the first and *is* in the third person singular, and *are* in the second person singular, and in all the persons of the plural number.

512. The Imperfect tense, Indicative mode, has *was* in the first and third persons singular, and *were* in the second person singular and in all the persons of the plural number. The remaining parts of the verb *be* or *am* are varied like other verbs.

513. *S* or *es* sometimes adds a syllable to a word; as, he *raises*, *raises*, finishes. *Y* is changed into *i* after a consonant and *es* is added; as, he *denies*, *tries*, *flies*; *es*, is also added to *o* after a consonant; as, he *goes*, *does*, and *undoes*. But after a vowel in both cases *s* only is added; he *conveys*, (*a*) *surveys*, *journeys*, *agrees*, *sees*, *frezes*, *coos*, and *woos*.

Authorities for woos.

Is there not

A tongue in every star that talks with man,

And woos him to be wise? nor woos in vain.—*Barbauld*. From *Barber's Gr. El.*

Oft when some lover trembling woos the fair.

She seems to lend an unexperienced ear.—*Hoole's Tasso*.

The muse, that soft and sickly woos the ear

Of love, or chanting loud in windy rhyme

Of fabled hero, raves through gaudy tale

Not overfraught with sense, I ask not.—*Pollok*.

Authorities for you when used in the singular number.

You is the second person of the *singular* number, as well as of the plural.—*Dr. Webster*.

When used for the singular number, custom hath determined that it shall be *you*.—*Campbell's Rhet.*

Thou in the polite, and even in the familiar style, is disused, and *you* is employed instead of it; we say *you* have,—not *thou* hast. In this case, we apply *you* to a single person.—*Louth*.

You is plural in form, and, in sense, either singular or plural, according to the number of the noun which it personates.—*Nutting's Grammar*.

In the second person singular in English, *you were* is generally used for *thou wast*.—*Staniford's Gram.*

In the second person singular in English, we commonly use the plural form, except in solemn discourse; as, *tu es*, thou art, much oftener, *you are*.—*Gould's Lat. Gram.*

2. *Es*, Thou art or you are. Eras, thou wast or you were.—*Goodrich's Lat. Exercises*.

Bishop. Do *you* unfeignedly believe all the Canonical Scriptures of the Old and New Testament? *Answer*. I do believe them.—*The Book of Com. Prayer*. Mother! *you* have slept too long.—*Shakspeare*. Here it is for *you*, my dear.—*Miss Edgeworth*. Stop, degraded wretch! *you* shall not abuse *your* horse.—*Pierpont*.

514. If *you* is to be classed with plurals in all cases, we must, to be consistent, apply *yourselves* to a single person. Yet we make the proper distinction,—*yourself* is applied to one person,—*yourselves* to more. Whatever verb therefore is used with *you* when applied to an individual, it must be considered as a verb in the singular number. *Dr. Webster*.

515. If the subject of a verb is in the singular number, the verb must be considered in the singular number; if the subject is plural, the verb must agree with it in the plural number. In the use of the pronoun *you*, if we have any doubts whether *one* indi-

a Convey adds *s* in the third person singular and *ed* in the preterit; *woe* and *ceo* form their third person singular and preterit precisely on the same principle.

vidual is addressed or more than one, the pronoun may be parsed in the common number.

516. The use of the verb *was* with the pronoun *you*, in the Indicative mode, Imperfect tense, instead of *were*, though frequent in colloquial and extemporaneous discourse, does not appear to be well supported by classic writers, and must, therefore, be considered vulgar. Pres. Sing. *You are*. Imperf. Sing. *You were*. - *Alger*.

517. There is as much propriety in saying *you is* and *you has*, as there is in saying *you was*. *You* being plural in form, requires a verb of plural form to agree with it. *Is*, *has*, and *was* have always been singular in form, and cannot, therefore, agree with a nominative of plural form. Both in the singular and plural number, we should use *you are*, *you were*, *you have been*.

SOLEMN STYLE.

518. In the solemn style, *thou* is used in the singular, and *ye* in the plural number.

519. "The solemn style is used, chiefly, in the Bible, in sacred descriptions, and in prayer." Poetry abounds with it, and it is also used by the Society of Friends.

I. The termination *th* or *eth*, instead of *s* or *es*, even in solemn style has become obsolete, and ought, therefore, to be confined to quotations from scripture. *Ye* in the solemn style is obsolescent, and *you* is used in its place. *Ye* occurs often in the Bible; as, "Praise *ye* the Lord."

520. The simple verbs of the present and imperfect tenses in the Indicative mode, add *st* or *est* in the second person singular, solemn style, with the same modifications that the verb undergoes in adding *es* to the third person singular; as, *Thou seest*, *hearest*, *doest*, *woolest*, *sittest*, *journeyest*, *lovest*, *gloriest*, *puttest*, *sawest*, *obeyedst*, *guardedst*, and *ratifiedst*.

I. In the second person singular of the compound tenses, *st* or *est* is added to the auxiliary verbs, except *shall* and *will* which add *t*; as, *shalt*, *wilt*. *Wert* is the second person singular of the subjunctive imperfect, subjunctive form, and *hast* of the indicative perfect.

521. The imperfect, indicative, is often more elegantly expressed with the auxiliary *didst* before the verb than with the verb alone; as, "*Didst thou know thy duty?*" is more elegant than "*knewest thou thy duty?*"

I. The verb *be* does not vary from the familiar style, except that *art* is used in the second person singular, present tense, and *wast* in the imperfect indicative; as, *thou art*, *thou wast*, if *thou wast*.

522. *May*, *can*, *might*, *could*, *would*, and *should* add *st* only in the second person, and are pronounced in one syllable.

DEFECTIVE VERBS.

523. A defective verb is a verb that is wanting in some of its modes, tenses, or participles.

524. *May*, *can*, *must*, *shall*, and *ought* have no participles.

I. The principal defective verbs are *may*, *can*, *shall*, and *will* when an auxiliary, which have in the imperfect, *might*, *could*,

should, and would; and must, ought, quoth, beware, wit, wis, and trow.

525. "*Beware* is compounded of the verb *be* and the adjective *aware*; and, in the Indicative mode, is used only in the First future tense."

526. *Ought* and *quoth* (pro. kwüth) are used only in the Present and Imperfect tenses. *Ought* is varied only in the second person singular, solemn style; as, *Thou oughtest*. *Ought* in the Present tense is followed by the present infinitive; and in the Imperfect tense, by the perfect infinitive. *Ought* means *owe*. 'I ought to study,' means 'I owe this duty to myself.'

I. *Quoth*, by its ending with *th*, seems to belong to the third person singular; but it is used both in the first and third persons with the nominative after the verb; as, *Quoth I, quoth he*, meaning *say or said I, say or said he*. *Quoth* is confined principally to poetry and burlesque. *Quod* was formerly its preterit, as, "*Beware what ye do, quod she*."—*Sir T. More's Works*.

527. *Wit*, to know (to be known, says H. Tooke,) and its preterit *wot* are obsolete; *wit* was formerly used in explaining several particulars, where *namely* (*a*) is now more properly used.

I. *Wis*, to think, to know, and its preterit *wist*, and *trow*, which are occasionally found in the Bible, are obsolete. *Trow* means *believe*; and J. H. Tooke says, that the word *truth* is derived from it.

528. Some verbs (*b*) used to indicate the state or condition of the atmosphere, are found only in the Present tense, third person singular, preceded by the inceptive pronoun *it*; as, *it freezes, it hails, it lightens, it rains, it snows, it storms, it thaws, it thunders*. The pronoun *it* figuratively personates the *atmosphere*.

AUXILIARY VERBS.

529. Those short verbs which are placed before other verbs to assist in forming the compound tenses of the different modes, are called auxiliary or helping verbs.

530. The principal auxiliary verbs are *be*, *do*, *have*, *must*, *shall*, *will*, *may*, *can*, and the preterits of the last four, *should*, *would*, *might*, and *could*.

I. *Be*, *do*, *have*, and *will* are used as principal verbs. *Be* is an auxiliary only when used to express the passive voice, and the tenses of the definite form.

II. *Do*, as an auxiliary, and its preterit *did*, are used to aid in expressing active and neuter verbs in the Present and Imperfect tenses of the Indicative mode; but are never used with the verb *be* or *am*.

III. The helping verb *do* is used negatively, interrogatively, emphatically, and imperatively. It is also used instead of another verb, and not unfrequently instead of both the verb and its object;

^a *Viz.* says Walker, should never be used for *videlicet* (*videre licet*) *namely* being more appropriate.

^b Unipersonal verbs, or as they are improperly called, *Impersonal verbs* are such as are only used in one person,—namely, the *third person singular*.—*Fowle*

as, 'he *loves work* as well as you do;' that is, as well as you *love work*.

531. *Will*, in the first person, denotes a promise or determination; as, *I will go*,—*I promise to go*.

I. *Will*, in the second and third persons, simply *foretells*; as, "You and Albert *will* visit Boston to-morrow."

II. *Wo'n't* is a contraction of *woll not*, which is derived from the German *wollen*, and means the same as *will not*.

532. *Shall* in the first person *foretells*; as, '*I shall go to Providence to-morrow*.'

533. *Shall* in the second and third persons, promises, commands, or expresses an absolute determination to enforce whatever is declared; as, "They shall recognize for their appearance." "You shall be rewarded." The primitive meaning of *shall* is *to be obliged*.

534. The meaning of *shall* and *will* in interrogative sentences, is often the reverse of what has been stated; as, "*Will you go?*" imports intention. "*Shall I go?*" refers to the will of another.

535. *Would* and *should* are variously used, expressing will, advice, determination, or obligation; as, '*I would go*,' 'he *would undertake*,' 'they *should be industrious*.'

536. *May* and *might* express liberty or possibility; 'He *may go*.' 'They *might do it*.'

537. *Can* means *be able*. *Can* and *could* express power or ability; as, '*I can write*.' 'He *could learn*.' *Must* implies necessity.

538. *May*, *can*, *must*, *might*, *could*, *would*, and *should*, are frequently used to denote future time.

CONJUGATION AND DECLENSION OF VERBS

539. To conjugate a verb, is to name the Present and Imperfect tenses, and the present and perfect participles.

540. These are called the principal or radical parts of the verb, because from them, all the other parts are formed. Whenever any of these parts are wanting, the verb is defective.

541. To decline a verb, is to name the tenses and modes and their variations to express number and person.

542. The synopsis of a verb, is the naming of the principal parts, so as to exhibit a general view of the whole.

PARTICIPLES. (x)

543. A participle is a word derived from a verb, possessing the properties both of a verb and of an adjective. From the verb *live* come three participles,—*living*, *lived*, *having lived*.

544. "The participle is not a distinct part of speech. It is merely a *mode* of the verb, and it might properly be termed the *Participial mode*."

x In the properties of a verb, the participle is active, passive, and neuter; in those of an adjective, it may belong to nouns like adjectives.

545. Verbs have three participles,—the *Present*, the *Perfect*, and the *Compound Perfect*.

546. The *present* participle ending with *ing* denotes progressive and unfinished action, or existence, and can be associated with the verb *be* in any of the tenses, to express the definite form of the verb.

547. The present participle is formed by adding *ing* to a verb, or when the verb ends with *e*, by changing *e* into *ing*; as, play, playing, save, saving.

548. The present participles, dyeing, (*from dye, to color*,) hoeing, shoeing, singeing, and twingeing, retain the letter *e* of their verbs.—*Webster's Dictionary*. To these, may be added *eyeing* from the verb to eye, as, "*Eyeing his watch*."—*Am. First C. Bk. by Rev. J. Pierpont*. Dr. Wayland adds *vieing*.

549. The *e* is retained in *dyeing* from dye, to distinguish it from *dying*, the present participle of die.—*Dr. Webster*.

550. The letter *e* is retained in *twingeing* to soften the *g*; also in *singeing* from singe, and to distinguish it from singing.—*Id.*

551. The present participle of verbs ending with *ie*, changes *ie* into *y* before *ing*, to avoid doubling the *i*; as, die, dying, lie, lying, tie, tying.

552. All verbs ending with *y*, add *ing* without changing the *y*; as, fly, flying, delay, delaying, survey, surveying.

553. The last letter is sometimes doubled before *ing*; as, sit, sitting, run, running, begin, beginning.

554. The *perfect* participle denotes finished action or existence, or action received; as, "The past participle signifies action, *perfected*, or *finished*."

555. The perfect participle is never used in the active voice, except in expressing the compound tenses of the verb, and even then it retains its passive meaning; as, 'I have *written* a letter;' 'I have a letter *written*.' In analyzing, *written* is a perfect participle and belongs to letter, and *letter* is the object of the active verb *have*. The perfect participle is never used as a noun; it is frequently an adjective.

556. The *compound* perfect participle denotes the finishing of an action or event previous to something else mentioned in the sentence; as, 'The man, *having finished* his business, returned to his residence.'

557. Participles being active, passive, and neuter, like the verbs from which they are derived, govern an objective case in the same manner that their verbs do.

558. The present and compound perfect participles only of active verbs, govern the objective case; the perfect participle, when associated with verbs, is used in an active, passive, or neuter sense; as, 'I have *seen* him,'—'he *has been deceived*,'—'they had *arrived*.'

559. Like the Infinitive mode, participles are used to express present, past, or future time, when associated with verbs.

260. Participles used as adjectives do not govern the objective

case, but belong to nouns or pronouns like other adjectives; they frequently admit the degrees of comparison; as, less sparing, most devoted, more decided.

561. Participles become adjectives by prefixing the particle *un*, which means *not*; as, *untiring*, *untired*, *unseen*, *unknown*. Some participles become adverbs by adding *ly*; as, *knowingly*, *savingly*, *willingly*, *decidedly*, *repeatedly*, and may be compared; as, most assuredly.

562. Participles become nouns with an article before them, and the preposition *of* after them. The present and compound perfect participles are used as nouns without an article, and those of active verbs govern the objective case; as, 'The *triumphing* of the wicked is short;' '*stealing* is theft; *burning* a house is called arson.'—*Imp. Reader*. 'I thank you for *assisting* him.' 'The chancellor's *being attached* to the king secured his crown.' 'The general's *having failed* in this enterprise occasioned his disgrace.' Last two from *Murray's Grammar*.

THE FORMATION OF THE TENSES.

563. The Indicative mode has six tenses.

The Infinitive mode has two tenses.

The Potential mode has four tenses.

The Imperative mode has one tense.

The Subjunctive mode has six tenses.

PASSIVE VERBS. (b)

564. A passive verb is formed by subjoining the perfect participle of an active verb to the verb *be* or *am*, in any of its modes or tenses.

565. "Passive verbs are sometimes formed by subjoining to the verb *be* or *am*, a neuter verb with a preposition; as, *to be thought of*,—*to be laughed at*. The neuter verb and the preposition may be parsed together as a *compound passive verb*."

DEFINITE FORM.

566. We form the tenses in the definite form of the verb by subjoining the present participle ending with *ing*, of active or neuter verbs, to the verb *be* or *am*, in any of its modes or tenses.

ACTIVE AND NEUTER VERBS.

INDICATIVE MODE.

567. The *Present* tense expresses the simple form of the verb, and has no auxiliary, except that *do* is used occasionally.

568. The *Imperfect* tense is the simple preterit or past tense of the verb, and has no auxiliary, except the occa-

♢ "Passive verbs are formed by joining an active verb to the neuter verb *am*."

sional use of *did*. Regular verbs of this tense end with *ed*; others may be found in the list of irregular verbs.

569. The *Perfect* tense is formed by prefixing *have*, *hast*, *has*, or *hath* to the perfect participle.

570. The *Pluperfect* tense is formed by prefixing *had* or *hadst* to the perfect participle, or from the perfect by changing *have* into *had*.

571. The *First future* tense is formed by prefixing *shall* or *will* to the present tense.

572. The *Second future* tense is formed by prefixing *shall have* or *will have* to the perfect participle, or *shall* or *will* to the first person of the perfect tense.

573. The signs of the Perfect tense are *have*, *hast*, *has*, or *hath*; of the Pluperfect, *had*, or *hadst*; of the First future, *shall*, *will*, *shalt*, or *wilt*; of the Second future, *shall have*, *will have*, *shalt have*, or *wilt have*.

PASSIVE.

574. The *Present* tense of the passive voice is formed from the Perfect tense of the active, by changing *have* into *am*.

575. The *Imperfect* passive is formed from the present passive by changing *am* into *was*.

INFINITIVE MODE. ACTIVE AND NEUTER VERBS.

576. The *Present* tense is formed by prefixing to the verb the preposition *to*.

577. The *Perfect* tense is formed by prefixing *to have* to the perfect participle, or from the Indicative perfect by prefixing *to*.

578. The sign of the Present tense is *to*; of the perfect, *to have*.

POTENTIAL MODE.

579. The *Present* tense is formed by prefixing *may*, *can*, or *must* to the verb in the Imperative mode.

580. The *Imperfect* tense is formed by prefixing *might*, *could*, *would*, or *should* to the verb in the Imperative mode.

581. The *Perfect* tense is formed by prefixing *may have*, *can have*, or *must have*, to the perfect participle; or, *may*, *can*, or *must*, to the first person of the perfect Indicative.

582. The *Pluperfect* tense is formed by prefixing *might have*, *could have*, *would have*, or *should have*, to the perfect participle; or *might*, *could*, *would*, or *should*, to the first person of the perfect Indicative.

583. The signs of the Potential mode are *may, can, must, might, could, would, and should*.

IMPERATIVE MODE.

584. The Imperative mode is expressed by the radical verb, and has no variation, except the occasional use of the auxiliary *do*.

585. The verb in this mode agrees with *thou, ye, or you*, either expressed or understood, and has the nominative after the verb; or, when *do* is used, it comes between that and the principal verb.

SUBJUNCTIVE MODE.

586. The Indicative becomes the Subjunctive mode by prefixing one of the conjunctions, *if, though, lest, or unless*; and sometimes, *whether, except, or that*.

587. The Elliptical present has the verb *be*, without any variation, in all its persons of both numbers. The Imperfect or negative present has *wert* in the second person singular, solemn style, and *were* in all its other variations.

VERB BE.

588. The word *be* is used to express the Present Imperative, the Present Infinitive, the First Future Indicative and Subjunctive, and the Present and Imperfect Potential mode, of passive verbs, of the tenses in the definite form of the verb, and of the verb *be* or *am* when used as a principal verb.

589. The word *been* is used to express the Perfect, Pluperfect, and Second future Indicative and Subjunctive, the Perfect Infinitive, and the Perfect and Pluperfect Potential mode, of passive verbs, of the tenses in the definite form of the verb, and of the verb *be* or *am* when used as a principal verb.

PARTICIPLES.

590. The *Present* participle is formed by adding *ing* to a verb; when the verb ends with *e*, by changing *e* into *ing*; when it ends with *ie*, by changing *ie* into *y*. The participles *dyeing, eyeing, hoeing, shoeing, singeing, and twingeing*, retain the letter *e* of their verbs. (*c*)

591. The perfect participle of regular verbs ends with *ed*; others may be found by adverting to the list of irregular verbs.

592. The Compound perfect participle is formed by prefixing *having* to the Perfect participle; and, in the

c Dr. Wayland adds *vieing*.

passive voice, by inserting *been* between *having* and the Perfect participle.

593. The present passive prefixes *being* to the Perfect participle.

LESSON LIII.

ADVERB.

594. An Adverb is a word joined to a verb, a participle, an adjective, or another adverb; and usually expresses manner, time, place, degree, or some other modification of meaning; as, Joseph *now* sits here studying *very diligently*. Eliza is *truly* amiable.

595. The adverb is an abridged part of speech, and expresses concisely with one word what would require more without it; as, *hither* expresses what would require the three words, *to this place*; *deliberately*, *in a deliberate manner*; and *hereafter*, *in time to come*.

596. "Sometimes two or more words together have the signification of an *adverb*, and may be called an *adverbial phrase*; as, *at first*, *at last*, *at least*, *at once*, *in vain*, *in short*, *in fine*, *in general*, *in particular*, *by and by*, *on high*, *on a sudden*, &c.

597. Phrases of several words are often used to modify the meaning of verbs, participles, adjectives, or other adverbs; as, "He acted *in the best possible manner*." The phrase *in the best possible manner*, modifies the meaning of the verb *acted*, and may be parsed a *modifying*, but not an *adverbial phrase*. (c) In modifying phrase, each word should be parsed separately.

598. *Yesterday*, *to-day*, and *to-morrow*, are generally parsed as adverbs, but it is better to parse them as nouns governed by the preposition *on* understood. The preposition should be supplied in parsing in all similar cases. The word *to* in *to-day* and *to-morrow* is probably the Greek article *to*, and means *this* or *the*.

599. Adverbs which admit comparison, are compared like adjectives; as, Pos. long, Comp. longer, Super. longest; Pos. justly, Comp. less justly, Super. least justly; often, oftener, oftenest; soon, sooner, soonest; well, better, best.

600. Add *ly* to an adjective or participle, and it becomes an adverb; when an adjective ends with *e*, change *e* into *y*; when an adjective ends with *y*, it becomes an adverb by changing *y* into *i*, and adding *ly*; as, *busy*, *busily*; *manful*, *manfully*; *ample*, *amply*; *agreeable*, *agreeably*. Most adverbs ending with *ly*, are formed from adjectives.

601. Some adverbs are formed by prefixing the letter *a* to nouns, as, *aside*, *ashore*, *again*, *apart*, *amen*, *away*, *aboard*, *afoot*, *abed*,

^c The more rigidly grammarians adhere to elementary analysis, the more thorough will be the knowledge of those who study grammar. The wholesale manner of lumping together parts of sentences, such as *all day long*, *all the week long*, and *a world too large*, without any analysis, and calling them *adverbial phrases*, has contributed much to make superficial scholars, as well as grammarians.

aground ; others, by prefixing the letter *a* to adjectives ; as, abroad, along, alike, anew.

602. Several adverbs are formed by subjoining prepositions to the adverbs of place ; as, hereof, thereof, whereof, hereby, thereby, whereby ; herein, therein, wherein ; hereon, thereon, whereon ; hitherto, hereafter ; and are resolvable into a preposition and an objective pronoun ; as, *thereby, by it ; whereon, on which*. Wherefore and therefore are used instead of therefor and wherefor.

DIVISIONS.

603. Of the various kinds of adverbs, those of manner, time, and place, are the most numerous.

ADVERBS OF MANNER.

604. Most adverbs ending with *ly*, are adverbs of manner ; as, wisely, foolishly, studiously ; to these may be added as, so, like, likewise, how, somehow, thus, and well. *Ly*, when the termination of adverbs, by custom, has acquired the meaning of *way* or *manner* ; but J. H. Tooke says, in his *Diversions of Purley*, that it originally meant *like*.

ADVERBS OF TIME.

605. Now, already, yet, lately, recently, anciently, formerly, hitherto, heretofore, erst, ago, hereafter, presently, immediately, directly, shortly, instantly, straightways, soon, forthwith, henceforward, henceforth. when, whenever, then, while, ever, never, not, always, again, forever, oft, often, oftentimes, frequently, seldom, sometimes, seasonably, early, betimes, rarely, occasionally, afterwards, perpetually, continually, daily, weekly, monthly, yearly, annually, once, twice, and thrice. The last three are generally numeral adverbs.

ADVERBS OF PLACE.

606. Here, there, where ; lithier, thither, whither ; hence, thence, whence ; anywhere, everywhere, elsewhere, somewhere, nowhere ; wherever, whithersoever ; yonder, upwards, downwards, forwards, and backwards, homewards. (*a*) Anywhere, everywhere, &c. are parsed as single words.

ADVERBS OF ORDER.

607. First, secondly, thirdly, fourthly, fifthly, sixthly, lastly, finally, &c.

OF NEGATION.

608. Not, no, nay, and never.

OF AFFIRMATION.

609. Verily, truly, surely, assuredly, yes, yea, ay, amen, certainly, undoubtedly.

OF REASON.

610. Therefore, wherefore, why, and then.

INTERROGATIVE ADVERBS.

611. When, why, where, how, whence, wherefore, and whither.

ADVERBS OF DEGREE OR COMPARISON.

612. Much, more, most ; little, less, least ; well, better, best ;

^a For adding *s* to such words as homewards, see the reasons in Campbell's *Rhet.* p. 173.

too, quite, very, rather, almost, sufficiently, enough, exceedingly, excessively, extravagantly, &c.

ADVERBS OF DOUBT.

613. Perhaps, perchance, possibly, peradventure. *Per* is a Latin preposition, and means *by*; *hap* means *chance*; *haps*, *chances*; *perhaps*, *by chances*. *Perchance* means *by chance*; *peradventure*, *by accident*.

614. Rather is the comparative of the Saxon *rath*, and means *more readily*, *more willingly*, *more properly*, *in some degree*. Priestley says, *rather* expresses a small degree, or excess of quality; as, 'She is *rather* profuse in her expenses.' *Needs* is used for *need is*, and means *necessarily*.

615. *Lief* means willingly, and is used in the phrase,—'I would as *lief* go as not.' "*Lieve* for *lief* is vulgar." *Ago* (*b*) probably means *gone by*, and may be parsed either as adverb or as an adjective. Dr. Webster defines it *past*,—gone; as, a year *ago*.

616. *Extempore* is an adverb, and means without premeditation or previous preparation. Campbell says it ought not to be used as an adjective, and prefers *extemporaneous*. "We say, with equal propriety, an *extemporary* prayer, an *extemporary* sermon; and, he *prays extempore*, he *preaches extempore*."

CORRESPONDENT AND CONNECTIVE ADVERBS.

617. Adverbs are frequently used to connect sentences, and may be called *connective adverbs*, still doing the office of modifiers. Some are used by pairs, corresponding with each other; and connect two members of a sentence.

CORRESPONDENT ADVERBS.

618. The correspondent adverbs are *so*, *as*, *when*, *then*, *where* and *there*. *So* corresponds with *as*; *as*, with *as*; *then*, with *when*; and *there*, with *where*. *So*, *as*, *then*, and *there* are antecedents; *as*, *when*, and *where*, are relatives. The antecedent is frequently placed after the relative.

CONNECTIVE ADVERBS.

619. The principal connective adverbs are *after*, *again*, *also*, *as*, *before*, *besides*, *consequently*, *else*, *even*, *furthermore*, *ere*, *hence*, *however*, *moreover*, *nevertheless*, *otherwise*, *so*, *still*, *till*, *then*, *thence*, *therefore*, *too*, *until*, *when*, *where*, *wherefore*, *whither*, and *while* or *whilst*.

620. The relative adverbs *where*, *when*, *why*, *whence*, *how*, and some others, frequently have nouns for their antecedents; sometimes the noun is understood. *Why* frequently has the noun reason or cause for its antecedent; *when*, the noun *time*; and *where*, the noun *place*.

Examples in which *Nouns* and *Demonstrative Adverbs* are Antecedents.

Where.

There is society *where* (in which) none intrudes.—*Byron*.

The place was shaken *where* (in which) they assembled.—*Bible*.

In poetry, *where* (in which,) great conciseness of phrase is required, many conjunctions have a bad effect.—*Murray*.

† For ever the latter ende of loye is wo,
God wotte, worldly loye is soone ago, (gone.) *Chaucer*.

The shepherd leaves his mossy cottage where (in which) he dwells with peace.—*Thomson*.

Mine is a fair and pillared hall,

Where (on which) many an image of marble gleams.—*Mrs. Hemans*. *There,—Where.*

Where your heart is, *there* will your treasure be.—*Bible*. Your treasure will be (there) *in that place*, (where) *in which* your heart is.

When.

Youth is *the time*, *when* (at which) we are young.

Then,—When.

When I am weak, *then* am I strong.—*Bible*. I am strong (then) *at the time*, (when) *at which* I am weak.

Why.

The boy gave a satisfactory *reason why* (for which) he was tardy.

See now the *cause why* (for which) unassuming worth in secret lived. *Thomson*.

Whence.

—The band the *forest* sought,

Whence (from which) mighty timbers to the camp they brought.

Home's Tasso.

There might they see (the source) *whence* (from which) Po and Ister came.—*Id.*

How.

Tell *how* (the manner in which) he formed your shining frame. *Ogilvie*. *Thither,—Wheresoever.*

Wheresoever the body is, *thither* will the eagles be gathered together.—*Bible*. The eagles will be gathered together (thither) *to the place*, (wheresoever) *in which* the body is.

Place understood.

The wind bloweth (in the place) *where* (in which) it listeth. Thou canst not tell (the place) *whence* (from which) it cometh, nor (the place) *whither* (to which) it goeth.—*Bible*.

So,—as. As,—as.

621. *As*, when its correspondent *so* or *as* is not expressed, and when it is an adverb of manner, always has *so* understood to correspond with it.

As and *so*, when they correspond with each other, are connective adverbs. They are adverbs, because they can be resolved into other parts of speech; connectives, because they connect two members of a compound sentence. In the following sentence,—‘*As* he dieth, *so* must we die, *as* is resolvable into the words *in which*, is therefore an adverb, and qualifies *dieth*; *so* is resolvable into the words *in the same manner*, and qualifies *die*. We must die (*in the same manner*,) (*in which*) he dies. *As* relates to *so* in the same manner that a relative pronoun relates to its antecedent. *So* and *as* are connectives, because they connect the two simple sentences,—‘he dieth,’ ‘we must die.’

Examples.

As Moses lifted up the serpent in the wilderness, *so* must the Son of Man be lifted up.—*Bible*. The Son of man must be lifted

up (so) *in the same manner*, (as) *in which* Moses lifted up the serpent in the wilderness.

Just as the twig is bent, the tree's inclined.—*Pope*. The tree is inclined, just (so) *in the same direction* (as) *in which* the twig is bent.

As the hart panteth after the water brook, *so* panteth my soul after thee.—*Psal.* 42, 1. My soul panteth after thee, (so) *in the same manner*, (as) *in which* the hart panteth after the water brook.

As light advances, *so* darkness recedes. Darkness recedes (so) *in the same proportion* (as) *in which* light advances.

622. He is *as* enterprising *as* his neighbors. The *second as* comprehends all the meaning of the *first as* and the adjective enterprising; and is, therefore, an *adverbial substitute*, being used instead of both of them. This being the case, a repetition of the word *enterprising* is unnecessary. *As* has a similar application in all other cases, when it has *so* or *as* for its correspondent antecedent.

623. The adverb *as*, when preceded by *so*, or another *as*, is an adverbial substitute, and usually qualifies the following verb, which is generally understood; as, 'I am not so old *as* he is.' 'She is as amiable *as* her sister (is.)' 'He has not had so good an opportunity *as* (that is which) you have had.'

624. The word *as*, or *so*, when it precedes an adjective, an adverb, a verb, or a participle, and is followed by *as* with which it corresponds, demonstrates the antecedent of the second or correspondent *as*, in the same manner that the words *the*, *this*, or *that*, do the antecedents of relative pronouns; and the second or correspondent *as* bears the same relation to its antecedent and the word *demonstrating* its antecedent that relative pronouns do to their antecedents and the words *demonstrating* them. J. H. Tooke says, that *so* originally had the meaning of *it* or *that*, and that *as* had the meaning of *if*, *that*, or *which*.

Illustrations.

Charles can execute the work *as* (that) well *as* (which) his brother can; or Charles can execute the work well *to that extent to which* his brother can, or well *in that degree in which* his brother can.

Amos is not *so* (that) wealthy *as* (which) his uncle is; but he is *as* (that) respectable *as* (which) his uncle is. Amos is not wealthy *to that extent to which* his uncle is; but he is respectable *in the same proportion in which* his uncle is. *So* and *as* frequently connect the Infinitive to the verb or adjective which governs it.

625. *As* frequently has the meaning of *when* or *while*, and is then used to connect two members of a compound sentence together. *While* means *time*; and may be parsed as a noun governed by *during* understood, or as a connective adverb.

626. *Till* is a word compounded of *to* and *while*.—*Fowle*. After, before, ere, till, until, and since, (not meaning *because*) when used to connect the members of a compound sentence, may be

parsed as connective adverbs; or else as prepositions governing that member of the sentence which they precede.

627. Daily, hourly, kindly, monthly, nightly, only, timely, weekly, and yearly, are sometimes adjectives and sometimes adverbs. Chilly, deadly, holy, jolly, likely, lively, lowly, lovely, sickly, silly, and melancholy, are always adjectives.

LESSON LIV.

PREPOSITION.

628. A Preposition is a word used to express the relation between some other word in a sentence, and the objective case which it governs; as, Alfred rode *from* Salem *to* Boston.

629. In addition to the prepositions named in 35, may be added *aslant*, *ere*, *mid*, and *touching*.

630. Worth has as good claims for being a preposition as *by* or *with*, all three of them having a kindred origin. Worth may be parsed a *preposition*, or a *noun* meaning *value* with an ellipsis of the preposition *of* before, and after it; as, All that's (of the) worth (of) a wish—a thought,

Fair virtue gives unbribed, unbought.—*Dr. Johnson*.

631. *Except*, when it means *leave out*, is considered by some a preposition. "We prefer to parse it a verb in the Imperative mode, and *excepting* a participle referring to a noun or pronoun understood in the nominative absolute."

632. *Save* and *saving* are parsed in the same manner that *except* and *excepting* are; and, when followed by a noun or pronoun in the nominative case, govern the whole depending clause which follows. The whole of this clause or part of a sentence may be understood, and a repetition of something preceding; or all may be understood, except the nominative case. Frequently the objective only is understood.

Illustrations.

Not that any man hath seen the Father, *save* he (*hath seen the Father*,) who is of God.—*John*, 6, 46.

Still—*save* the *chirp* of birds that feed

On the river cherry and seedy reed.—*Bryant*.

Let them not meet this sea without a shore!

Save (*that they meet it*) in our ark—*Byron*.

My heart was full, yet found no utterance,

Save (*that it found utterance*) in a half breathed sigh.—*James Gray*.

——Pride no worth allows,

Save what from riches or dominion flows.—*Hoole's Tasso*.

633. "The prepositions *since*, *during*, *till*, and *until*, are used before nouns which denote time." *Till* and *until* have each the same meaning, and either can be used at pleasure.

634. "The prepositions *after*, *before*, *ere*, *since*, *till*, and *until*, frequently govern *sentential* nouns; and *after*, *before*, *since*, *not*—

withstanding, and some others, frequently govern a noun or pronoun *understood*."

635. "When prepositions govern no noun or pronoun, either expressed or understood, they become *adverbs*."

636. "Two prepositions are sometimes combined; as, *from before, from beneath, from among*; and may be parsed a *compound preposition*; or the noun place or some other noun may be supplied between the two prepositions."

637. "The prepositions *about* and *for* sometimes govern *verbal nouns*; as, *The ship is about to sail*." What went ye out *for to* see? *Matt. 11, 8. For* before verbal nouns, as used in the Bible, is obsolete.

638. The preposition *in* is set before the names of countries, cities, and large towns; as, *He lives in France, in London, or in Birmingham*.—*Murray*.

Note 1. After verbs of motion, *into* should be used.

639. *At* is used before the names of villages, single houses, and cities, which are in distant countries; as, *He lives at Hackney. He resides at Montpellier. I have been at church*.—*Murray*.

Note 1. *Between* and *betwixt* always refer to two things, and should never be used in reference to more than two; as, *Between John and James, there is some disparity of years*.

Note 2. *Among* and *amongst* should be used in reference to more than two things; as, *The apples were divided among three boys*.

Note 3. *During* should be used only where the event continues through *all* the period, which is mentioned; as, *I have written letters during the day*.—*J. Brown's Gr.*

Note 4. But where the event does not continue throughout the whole period, *in, to, or within*, should be used; as, *I have written three books within this year*.—*Id.*

LESSON LV.

CONJUNCTION.

640. "A Conjunction is a word used to connect sentences, members of a sentence, or single words;" as, *John and James study grammar; but George studies arithmetic. Four and five are nine*.

641. The use of conjunctions prevents a repetition of words or sentences. This sentence, 'Mary and Harriet attended meeting,' is resolvable into two simple sentences, 'Mary attended meeting,' and 'Harriet attended meeting.' Both are united in one by the conjunction *and*, and require only one verb.

642. Conjunctions are of two kinds,—*copulative* and *disjunctive*.

643. A copulative conjunction unites distinct words or sentences into one compound. Copulative,—and, both, if, that, because, for, as, since.

644. Disjunctive means *disjoining* or *separating*. A disjunctive conjunction connects different words or sentences, but disjoins the sense. Some disjunctive conjunctions express opposition in meaning; others, an alternative of words. Disjunctive,—but, or, nor, either, neither, lest, unless, whether, though, although, yet, than, except, whereas.

645. "Some conjunctions have correspondent conjunctions, either expressed or understood; as, though or although corresponds with *yet* or *still*; *whether* with *or*; *either* with *or*; *neither* with *nor*; *both* with *and*. The same is the case with some adverbs. *As* corresponds with *as*, *so*, with *as*. The adverb *so* corresponds with the conjunction *that*." (See 617 and 618.) The conjunction *nor* frequently follows a negative adverb or adjective.

646. *Or* in poetry is used instead of *either*, corresponding with *or*; as, The dam assiduous sits,

Not to be tempted from her tender task,

Or (either) by sharp hunger, or by smooth delight.—*Thomson*.

Nor is used for *neither* in the same manner.

647. *Since*, *for*, and *as* are conjunctions, when they mean *because*; and *except*, when it means *unless*. *Both* is a conjunction, when followed by *and*. *Than* is a conjunction of comparison.

648. When two conjunctions correspond with each other, they should always precede words of the same construction; they should also be placed as near the words as possible, which they are intended to connect. If the former precedes a word in the nominative case, the latter should; the same may be said respecting the objective case. If the former precedes a preposition or a verb, the latter should. The same remark is applicable to all the parts of speech.

649. Relative pronouns also connect sentences; as, 'Happy is he, *who* has an honest heart.' The relative *who* connects its own member of the sentence with the preceding sentence,—'Happy is he;' and thus forms a compound sentence.

LESSON LVI.

INTERJECTION.

650. "An Interjection is a word used to express emotion;" as, "Oh! I have ruined my friend; alas! what shall I do!"

651. Interjections expressing grief or sorrow,—O! oh! ah! alas! Of silence,—Hush! hist! Of surprise,—Ha! oh! what! Of contempt,—Pish! tush! pshaw! pugh! poh! fie! Of calling,—Hem! ho! soho! halloo! Of exultation,—Aha! hoora! Of joy,—Hey! Of languor,—Heighhohum! O! expresses wishing or earnestness.

652. The words *lo*, (a contraction of *look*) behold, hark, look, and *see*, requesting attention, and *hail*, indicating salutation, are more properly verbs in the Imperative mode.

PART FOURTH.

S Y N T A X .

LESSON LVII.

653. "Syntax (*a*) is the proper construction of words into sentences and phrases."

654. A *sentence* is an assemblage of words making complete sense.

655. Sentences are divided into *simple* and *compound*.

656. A *simple sentence* is a sentence which contains only one nominative case and one verb to agree with it; as, 'Industry promotes health.'

657. A *compound sentence* is a sentence, which contains two or more simple sentences; as, 'Time is short; but eternity is long.' Every sentence, resolvable into two or more simple sentences, is a compound sentence.

658. "A *phrase* is two or more words rightly put together;" as, '*By no means.*' '*In haste.*'

659. An *adjunct* is composed of a preposition and the objective case which it governs, including all intervening words.

660. Adjuncts are either separable or inseparable.

661. *Inseparable* adjuncts modify the meaning of the nouns, with which they are connected; as, 'The hope of *the hypocrite* shall perish.'

662. *Separable* adjuncts require an appropriate situation in the sentence; as, 'I remember, *with gratitude*, the kindness of my friend.'

663. "The *construction* of sentences depends on *position*, *agreement*, and *government*."

664. "The position of a word is its place in the sentence."

665. "The right position of each word produces a *right arrangement* of all the words in a sentence."

* Syntax means construction. Cobbett says, *sentence making*.

666. *Agreement* is the relation which one word bears to another, when it is of the *same person, number, gender, case, style, or mode.*

667. *Government* is the power which one part of speech has over another, when it causes or requires it to be of some particular *person, number, gender, case, style, or mode.*

Questions.—What is syntax? The meaning of the word syntax? What is a sentence? How divided? What is a *simple* sentence? A *compound* sentence? What is every sentence that is resolvable into two or more simple sentences? What is a *phrase*? An *adjunct*? How divided? What is said of *inseparable* adjuncts? Of *separable* adjuncts? On what does the construction of sentences depend? What is the *position* of a word? What does the right position of each word produce? What is *agreement*? *Government*?

LESSON LVIII.

THE NOMINATIVE AND THE VERB.

668. "*Position.*—The nominative commonly stands *before* the verb."

RULE I. The nominative case governs the verb in person and number.

669. "RULE II. A verb agrees with its nominative case in person and number.

Or,—A verb agrees with its nominative case in person, number, and style." (*a*)

FORM OF PARSING.

1. *I* is a personal pronoun, of the first person, singular number, in the nominative case; and governs the verb *walk*. Rule I. The nominative case governs the verb.

2. *Walk* is a regular neuter verb, in the indicative mode, present tense, first person, singular number; and agrees with *I*. Rule II. A verb agrees with its nominative case in person and number.

3. *Thou* is a personal pronoun, of the second person, singular number, solemn style, in the nominative case; and governs the verb *art*. Repeat Rule I.

4. *Art* is an irregular neuter verb, in the indicative mode, present tense, second person, singular number; and agrees with *thou*. Rule II. A verb agrees with its nominative case in person, number, and style.

PARSING EXAMPLES.

I walk. Thou art. He sits. She sings. It rains. We go. Ye run. You speak. They sleep. Snow falls. Water rises. Birds flew. Thieves fled. Lions roared. America has flourished. Missionaries have arrived. Eli had returned. I will remain. Faith will have triumphed.

Questions.—What is the position of the nominative? Repeat Rule I? Rule II? Second form? When is the second form of Rule II to be used? What

a "Repeat the rule in this form, when the verb is of the second person in the *solemn style.*"

do marginal references, such as (a.), (b.), (c.), (1.), (2.), (3.), (*.), (†.), and the like tell you to do? *Ans.* To look at the bottom of a page and read. Of what person is *I*? Why? Of what person is *walk*? Why? Like what do you parse *he*? *Sits*? What does *finite* mean? What is a *finite verb*? *Ans.* One that has a nominative case; one that is limited by number and person.

LESSON LIX.

670. RULE III. Active verbs or active participles govern the objective case. (*b*)

“*Position.*—The active verb or participle is commonly placed before the objective.”

671. A neuter verb becomes active, when followed by a noun of the same signification with its own.

672. The present and compound perfect participles only of active verbs govern the objective case.

673. Occasionally, “the same verb is either active or neuter, according to the different senses in which it is used. In the sentence, ‘it becomes (adorns) us to improve our time,’ (*a*) *becomes* is an active verb, and governs *us*. In the sentence, ‘he will become (be) virtuous and happy,’ *becomes* is a neuter verb. Nothing *can move* me. Lightning *moves* swiftly.” *Can move* is active; *moves* is neuter.

674. “Passive verbs are sometimes improperly made to govern the objective case; as, ‘I was offered a dollar.’ ‘He was taught grammar.’” The passive verb should assume for its nominative case or governing word, the object of the active verb from which it is derived; and not of the preposition. Therefore, the foregoing examples elegantly read,—‘A dollar was offered (to) me;’ ‘grammar was taught (to) him.’ The first form should always be avoided.

Note 1. Some grammarians supply a preposition; as, I was offered (presented) [with] a dollar. He was taught (in) grammar.

FORM OF PARSING.

Him is a personal pronoun, third person, singular number, in the objective case; and is governed by *saw*. Rule III. Active verbs govern the objective case.

Parsing Examples.—We saw *him*. I love them. They obliged me. He respects you. Virtue ennobles us. Vice degrades us. Sin has corrupted man. Benefits procure friends. Dido built Carthage. Persons have dreamed dreams. Ira has felled

^b Or,—Transitive verbs, or transitive participles govern the objective case. *a Becomes* is active, when it has the meaning of *best, adorn, or beautify*; and neuter, when any of the variations of the verb *to be* can be substituted for it.

trees. Henry had told stories. Piety will promote happiness. George will have seen thee.

Questions.—Repeat Rule III? Where is the active verb and participle commonly placed? When does a neuter verb become active? What participles of active verbs govern the objective? How is the same verb occasionally used? Give the example in which *becomes* is active? Neuter? What kind of verb is *can move*? *Moves*? What case do passive verbs sometimes govern? What should the passive verb assume for its nominative case? Which form should always be avoided? What do some grammarians supply? Note 1. In the sentence, 'we saw him,' which is the agent or nominative case? Which is the object or objective case?

LESSON LX.

ACTIVE, PASSIVE, AND NEUTER VERBS.

675. Passive means receiving. The nominatives which govern passive verbs, are passive nominatives. The nominatives which govern active verbs, are active nominatives.

FORM OF PARSING.

John is a proper noun, third person, singular number, in the nominative case; and governs the verb *will be rewarded*. The nominative governs the verb. *John* is a passive nominative, because it receives the action of the verb *will be rewarded*.

Will be rewarded is a regular passive verb; Present, *John* is rewarded; Imperfect, *John* was rewarded; Perfect, *John* has been rewarded; Pluperfect, *John* had been rewarded; First future, *John* shall be rewarded or will be rewarded; in the Indicative mode, First future tense, third person, singular number; and agrees with *John*. A verb agrees with its nominative in person and number.

Examples.—*John will be rewarded*. Martyrs have suffered. Lambs bleat. Truants should be punished. Idlers will be reprimanded. James could have returned. Theodore may have received letters. Work must be done. We had visited Eliza. You may go. Boys do whisper. Andrew could have improved. William might have done it. Man should repent. America was discovered by Columbus. Union will be sustained. Years will have elapsed.

Questions.—What does the word passive mean? What kinds of nominatives govern passive verbs? Active verbs? Why is the word *John* a passive nominative? How is a passive verb formed? Does the *participle* or the verb *be* determine the tense of the verb?

LESSON LXI.

ARTICLES AND ADJECTIVES.

676. RULE IV. Adjectives belong to nouns or pronouns.

Position.—Adjectives are placed either *before* or *after* nouns; but generally *after* pronouns.

ARTICLES.

677. *Position*.—Articles are placed before nouns. *A* is used when the next word begins with a consonant; *an*, when it begins with a vowel or silent *h*. An adjective often comes between the article and the noun to which it belongs.

678. Rule. The article *a* or *an* belongs to nouns in the singular number only.

679. Rule. The article *the* belongs to nouns either in the singular or plural number.

FORM OF PARSING.

Good is an adjective, and belongs to boys. Adjectives belong to nouns.

An is an indefinite article, and belongs to *hour*. The article *a* or *an* belongs to nouns in the singular number only. *An* is used, because the word *hour* begins with a vowel sound, the *h* being silent.

The is a definite article, and belongs to boy. The article *the* belongs to nouns either in the singular or plural number.

Examples.—*Good* boys are obedient. *An* hour is appointed. *The* bad boy plays. Proud men fall. Humble men shall be exalted. I am ready. You are happy. She is amiable and intelligent. The young ladies are studious. The first man was created. A house was built. An effort will be made. A day has been wasted. The money has been stolen. Labor conquers all things. He suffers a cruel slavery. They live* a happy life. Every man commends diligence.

Questions.—Repeat Rule IV? What is the position of adjectives? Of articles? When is *a* used? *An*? What is the position of the article with regard to the adjective? Rule for the article *a* or *an*? For the article *the*? Why is *an* used before the word *hour*?

LESSON LXII.

POSSESSIVE CASE.

680. RULE V. Nouns or pronouns in the possessive case, are usually governed by the noun, which follows them.

681. This noun is the name of the thing possessed.

682. The following Rule is the most easily understood by scholars; and may with propriety, be used, as the possessive case bears a strong resemblance to adjectives in its nature and use. 'Nouns or pronouns in the possessive case belong to the following noun.'

683. *Position*.—Nouns or pronouns in the possessive case are placed before the nouns which govern them, to which they belong.

* *Live*, when active or transitive, has the meaning of *lead*.

FORM OF PARSING.

Man's, is a common noun, third person, singular number, in the possessive case; and is governed by *anger*. Rule V. Nouns or pronouns in the possessive case, are usually governed by the noun, which follows them.

His is a personal pronoun, third person, singular number, in the possessive case; and is governed by the noun *behavior* which follows it. Repeat Rule V. *His* is used instead of *brother*, which may be proved by supplying the noun *brother*; thus, your brother was commended for *your brother's* good behavior. Rule XIV. Pronouns agree with their antecedents, or the nouns which they represent, in person, number, and gender.

Parsing Examples.—A wise *man's* anger is of short continuance. Your brother was commended for *his* good behavior. Peter's hat was lost. Caroline observed Sarah's directions. George's industry meets his father's approbation. Lucian's sister will attend school. The young ladies' books were preserved. The boys' recitations were correct. Their deportment was commendable. My books have been torn. Thy brother's wife's sister has arrived. The scholar's father was grieved at his son's idleness.

Questions.—Repeat Rule V? Repeat 681? What Rule in 682? What is the position of possessives? How do you parse *man's*? *His*?

LESSON LXIII.

PREPOSITIONS.

684. RULE VI. Prepositions govern the objective case.

685. "The preposition is commonly placed before the noun or pronoun which it governs."

For the relation of prepositions to other words, see LESSON CVI.

686. The same word may belong to different parts of speech, according to the senses in which it is used. The word *will* meaning *requirement* in the last of the following parsing examples, is a noun.

FORM OF PARSING.

With is a preposition and governs *me*.

Me is a personal pronoun, of the first person, singular number, in the objective case; and is governed by *with*. Prepositions govern the objective case.

Parsing Examples.—They walked *with me*. She went before us. He waited on her. I was at Boston. The troops are within sight. A boat sailed across the river. Susan stood on the brink of a precipice. Edwin rode to Providence by moonlight. A ship sailed down the stream. A deer ran athwart the field. William journeyed from noon till midnight. Temperance extends throughout the land. All hope is in God. A long and severe affliction has been laid upon me. Every adverse event may be overcome by patience, and by submission to the divine *will*.

Questions.—Repeat Rule VI? What is the position of prepositions? What is said respecting words belonging to different parts of speech? What does *will* mean in the last example? What part of speech is it? Why? What case do prepositions invariably govern? What parts of speech do they govern? When do you say the Rule, when you parse *with* or *me*? The meaning of *preposition*?

LESSON LXIV.

ADVERBS. (a)

687. **RULE VII.** Adverbs qualify verbs, participles, adjectives, or other adverbs.

688. “Adverbs are commonly placed before the words which they qualify; but sometimes after verbs. When an auxiliary is used, they are commonly placed between that and the principal verb.”

689. The adverb *not* should always follow the first auxiliary; in interrogative sentences, it follows the nominative, when the nominative comes after the first auxiliary.

690. The adverb *not* should always precede participles, and the particle *to* when a sign of the Infinitive mode.

691. The auxiliary verb *do* is frequently used with the adverb *not*; and is then said to be used negatively.

FORM OF PARSING.

Not is a negative adverb and qualifies *can talk*. Adverbs qualify verbs. *Cannot* are printed together as one word, but are separated in parsing. *Rapidly* is an adverb of manner, and qualifies flow. Repeat Rule VII.

Examples.—Laura *cannot* talk. The stranger converses *not*. He does *not* converse. He conversed *not*; he did *not* converse. The question must now be decided. Large streams flow *rapidly*. We frequently meet with opposition. My brother will be here soon. You must go immediately. The procession advances *slowly*. The heavenly bodies always revolve steadily. Joseph might easily have found me. The labor has never been entirely completed. His father had seldom been so well pleased. Jacob is very diligent. Horace is quite busy. The young men sing *extremely* well. Virtue will every where find friends. The affairs of a good man are never neglected by God.

Questions.—Repeat Rule VII? Repeat the second form? Which do you like best? What is the position of adverbs? What, when an auxiliary is used? What should the adverb *not* follow? What in interrogative sentences? What is the position of *not* when used with participles and with the Infinitive mode? With what is the auxiliary *do* frequently used? How is it then said to be used? What kind of adverb is *not*? What is the noun of the adjective *negative*? Ans. *negation*. What does it mean? Ans. *Denying* or *denial*.

Remark. *Needs* is an adverb, when it means *necessarily*; as, He must *needs* go. Sometimes the noun *need* and the verb is coalesce, and may be separated in parsing according to 832; as, “There *needs* (is need) [of] no other description.”—*Bacon*.

a Or,—Adverbs modify the meaning of verbs, participles, adjectives, or other adverbs.

LESSON LXV.

NOUNS IN APPPOSITION.

692. RULE VIII. Nouns or pronouns signifying the same person or thing, agree in case.

693. Nouns or pronouns, whether one or more than one, used to explain a preceding noun, pronoun, or part of a sentence, are said to be put by apposition in the same case, when they mean the same thing.

694. *Apposition* means *addition*, and implies that another name is added for the same person or thing.

695. Pronouns, being used instead of nouns, are parsed by the same rules. The word pronoun or substantive can be substituted, should any teacher prefer to do it.

696. "In parsing, the latter noun or pronoun is said to agree in case with the former. This order is sometime reversed;" as, '*Emblem* of peace, the dove before thee flies.'—*Eng. Reader*. The same remark is applicable, when more than two nouns come together in apposition.

FORM OF PARSING.

I.

Poet is a common noun, third person, singular number; and agrees in case with *Milton*. Nouns signifying the same thing agree in case.

Examples.—*Milton*, the poet, was blind. *Stephen*, the first martyr, was stoned. *Paul*, the apostle, was distinguished for his zeal. *Virgil*, the Latin poet, sustained an untarnished reputation. *Julius Cæsar*, a Roman general, conquered the Gauls. *Dionysius*, the tyrant of Sicily, was unhappy. *Hope*, the balm of life, soothes us under every misfortune. The Bible, that excellent book, should be carefully and prayerfully read by every person.

II.

697. Personal pronouns are used before nouns merely to designate their person; as, I call you not servants. I, Peter, send greeting. The noun may be parsed by Rule VIII.

Examples.—I, *John*, saw these things. We, the subscribers, subjoin our testimony. Ye friends of freedom are jealous of your rights. I, *Alexander*, promulgate this law. But we, brave Britons, despise foreign laws.—*Pope*. I have called you friends. The Judge appointed me executor. These things overcome thee, a man of a strong mind.

III.

Emphatic nouns.

Love, and *love* only, is the loan for love. *Virtue*, and *virtue* only, should guide us. His son, his only son, was slain. I only, I will issue from your walls. *Pope*.

IV.

Verbs of naming, calling, and the like.

The Jews called the food *manna*. His parents called his name John. God called the firmament heaven. The Author of my being formed me man.—*Murray*. Thy saints proclaim thee king.—*Cowper*. Chirographers call fair and elegant penmanship calligraphy. Congress appointed Washington commander of the American army.

V.

Compound personal pronouns.

Custom prevails over sense itself.—*Watts*. Virtue itself offends when it is coupled with forbidding manners.—*Paley*. The governor himself was present. He, himself, conducts Lentulus into prison. The clause itself is offensive. Horace himself wrote the receipt. Horace wrote the receipt himself. The man will go himself. Words themselves bear testimony. The woman herself was absent.

VI.

Words in Apposition where the verb TO BE seems to be understood.

They made him a better man. I consider it a dereliction of duty. The soldiers chose him colonel. Our friends made the sermon of the missionary a subject of conversation. "A correct writer makes skill in the use of language an object of attention.—*Newman*."

VII.

Nouns connected by AND and OR.

698. The conjunction *and* is used to connect mere words or different names for the same thing in apposition. The word *or* frequently comes between two words of the same meaning, the latter being used to define the former. In this case, the article *the* is omitted.

Ye call me Master and Lord.—*Bible*. The death of this Christian, patriot,* and statesman, is much lamented. The year is divided into four seasons,—Spring, Summer, Fall or Autumn, and Winter. The name of Washington, the patriot, statesman, and philanthropist, will ever excite the most lively emotions in the breast of every American citizen. "Remission signifies forgiveness, or pardon. Purity means cleanliness,† or clearness."—*Imp. Reader*. The Mahometans call their bible the Koran, or Alkoran.

VIII.

699. The words which form the distinct name of an individual, should be parsed together as one proper noun ; as, " 'The emperor, Marcus Aurelius, was a wise and virtuous prince.' *Marcus Aurelius* is a proper name, or substantive, and in the nominative case."—*See Murray's Octavo Gram. p. 232*.

700. The proper noun is philosophically an adjective. Nouns common or proper, of similar or dissimilar import,

* Pro. pā' trā-ut. † Pro. klēn' le-ness.

may be parsed as adjectives, when they become qualifying or distinguishing words; *as*, *President Madison*,—*Doctor Johnson*,—*Mr. Webster*,—*Esq. Carleton*,—*Miss Gould*,—*Professor Ware*,—*lake Erie*,—*the Pacific ocean*,—*Franklin House*,—*Union street*.

IX.

Nouns Separated by *as*.

Form of Parsing.

Punishment is a common noun, third person, singular number, in the nominative case; and agrees in case with duelling. Nouns signifying the same thing, agree in case.

Examples.—Duelling, as a *punishment*, is absurd.—*Paley*. He offered himself as a journeyman.—*Goold Brown*. I shall speak of infidelity as a gross and perilous error.—*W. E. Channing*. Saul had promised to the conqueror his daughter as a wife. (a)—*Trans. of Walker's Lat. Reader*. He gave all his children as hostages. (b)—*Tr. Liber Primus*. Authors sometimes plead the difficulty of their subject, as an excuse for the want of perspicuity.—*Murray*. People regard him as a man of veracity. The President, as the chief executive power, must have a free and entirely unfettered communication with the co-ordinate powers of government.—*Edward Livingston*.

701. We venture to suggest another way for parsing *as*, when it separates words of the same meaning. We are unable, however, to cite any authorities in corroboration of this manner of parsing it; but present it for the consideration and examination of the intelligent grammarian. We propose to call it a preposition, and know not why it has not as strong claims for being a preposition as any word in the language.

702. *As*, when it comes between words of similar import, generally has some of the following meanings,—*for*,—*in the character of*,—*in the business of*,—*in the capacity of*,—*to be*; *as*, I recommend him *as* (for) a teacher; it is our duty *as* (in the character of) Christians,—this was my employment *as* (in the business of) a journeyman;—I rejoice in your success *as* (in the capacity of) a minister;—I consider him *as* (to be) my best friend. These may all be reduced to the meaning of the first two, and that of the last example.

Questions.—Repeat Rule VIII? What is said in 693? What is said of apposition in 694? What direction in 695? How is the latter noun or pronoun parsed? Is this order sometimes reversed? Give an example? What other remark is subjoined? How is poet parsed? What is said of personal pronouns in 697? How are nouns parsed in such cases? What is said respecting the use of the conjunction *and* in 698? What of *or*? Is the article the used before the noun following *or*? How are the distinct names of individuals parsed? Whose authority is cited in confirmation of this manner of parsing them? Name the example? How is it parsed? What is the proper noun philosophically? How may all nouns be parsed when they qualify or distinguish nouns? Give some examples? Parse the word *punishment*? What other way of parsing *as* is proposed in 701? What are the meanings of *as* when it separates words of the same meaning? Repeat each example illustrating its several meanings?

† Pro. grōe.

§ Sallī victōri filiam suam sponponderat uxōrem.

§ Omnēs suōs liberōs obsidēs dedit.

LESSON LXVI.

703. RULE IX. Any verb or participle may have the same case after it as before it, when both words signify the same person or thing.

704. Passive and neuter verbs, and their participles, have the same case both before and after them, when the preceding and succeeding nouns or pronouns mean the same thing.

705. The compound personal pronouns, when objects of active verbs, should be parsed by Rule III; as, 'Man *should respect himself*;' also, the objects of such verbs as *mean* and *signify*; as, 'Promenade means a pleasure walk.'

706. We prefer to parse nouns or pronouns, standing both before and after the verb, and meaning the same thing, by Rule VIII. Rule IX. is adopted to avoid innovation. In confirmation of what has been stated, we adduce the opinion of Mr. Murray on the subject. "Perhaps this subject will be more intelligible to the learner, by observing that the words in the cases preceding and following the verb *to be*, may be said to be in *apposition* to each other. Thus, in the sentence, 'I understood it to be him, 'the words *it* and *him* are in apposition; that is, they refer to the same thing, and are in the same case.'"

NOTE 1. The nominative which governs a verb, is called the *subject* nominative; the nominative after a verb, or what is said of the subject, is called the *predicate* nominative, and is usually of the third person.

NOTE 2. The *subject* and *predicate* nominatives are always in the same case, when both words signify the same person or thing.

NOTE 3. When a verb has two objects referring to the same person or thing, which, in the nominative case, would be subject and predicate, the first is called the *primary*, and the second, the *predicate* object.

NOTE 4. Both the *primary* and *predicate* object are always in the same case.

FORM OF PARSING.

Emotion is a common noun, third person, singular number, and agrees in case with *gratitude*, or is the nominative after *is*. Rule IX. Any verb may have the same case after it as before it, when both words signify the same person or thing.

Poison agrees in case with *alcohol*, or is the objective after *to be*, by Rule IX.

I.

Neuter verbs.

Examples.—*Gratitude* is a delightful *emotion*. The most eminent physicians declare *alcohol* to be* a deadly *poison*. Drunken-

* The scholar will omit the government of verbs in the infinitive mode, till he arrives at Rule XVI.

ness is temporary madness. America is a republic. Christians believe the Bible to be* the word of God. Elbridge Gerry was a native of Marblehead. Avarice becomes the source of many evils. Confucius was a Chinese philosopher. An industrious scholar will become a valuable citizen. The people's happiness is the statesman's honor. The drunkard lives a wretched monument of the baleful effects of intemperance.

II.

The illustrious Payson died a firm believer of gospel doctrines. The rainbow on the clouds is a beautiful sight. David, the king, was a pious man. Samuel took me to be* James. Alpheus did not take me to be* him. I thought it was he. Martha thought it was Maria; but I did not think it was she. Deborah supposed it to be her. "No person of dissolute habits is a safe companion."—*Hedge*. Pythagoras, (b) a Grecian philosopher, founder of the Italian school, was a native of Samos.—*Enc. Am.*

III.

Passive verbs.

A Turkish temple is called a mosque. "Proverbs are considered the flower of popular wit. They are styled the treasures of popular wisdom."—*Enc. Am.* Mammon is said to be* the Syrian god of riches. "Humility may be denominated the first fruit of religion. A lax theology may justly be considered the parent of a lax morality."—*R. Hall*. The Hebrew muse has been called the denizen of nature; with equal propriety, she may be termed the denizen of history.—*N. A. Review*. I am called John. The science of writing is called chirography. I have been chosen captain. I trust he will never be found a deceiver. James Madison was elected President. James Monroe, afterwards President, was appointed Secretary of State. Napoleon Bonaparte, an inhabitant of Corsica, an island in the Mediterranean sea, was once styled Emperor of France, King of Italy, and Protector of the Confederation of the Rhine.

Questions.—Repeat Rule IX? What verbs and their participles have the same case after them as before them? How should the compound personal pronouns be parsed? What way of parsing the nominative and objective after verbs is preferred? Whose authority is cited in confirmation of this way of parsing? What does Mr. Murray say about parsing the verb *to be*? How is *emotion* parsed? Repeat the Rule? How do you parse *poison*? What is the nominative which governs the verb called? Note 1. The nominative after the verb? (See explanation of nouns in apposition in Lesson XXXVI.) Of what person is the predicate? Repeat Note 2? Note 3? Note 4?

LESSON LXVII.

707. RULE X. Conjunctions connect nouns or pronouns in the same case.(a)

708. "The latter noun or pronoun is said to be connected to the former." When other parts of speech are connected by conjunc-

* The scholar will omit the government of verbs in the Infinitive mode, till he arrives at Rule XVI.

b Pro. Py- thäg'-ō-rās.

a Or,—Conjunctions connect the same cases.

tions, such as adjectives or adverbs, the definition of the conjunction may be repeated. (*See* 36.)

NOTE 1. Conjunctions connect either sentences, or words of the same part of speech.

NOTE 2. They connect *verbs* to *verbs*, *adjectives* to *adjectives*, *adverbs* to *adverbs*, and the like.

FORM OF PARSING.

Me is a personal pronoun, first person, singular number, and is connected by *and* to *you*. Conjunctions connect nouns or pronouns in the same case. In the objective case, and is governed by *for*. Prepositions govern the objective case.

Parsing Examples.—That advice was for you and *me*. By diligence and frugality, we arrive at competency. The brightest parts are sometimes found without virtue or honor. In all her conduct, she manifested her prudence and sobriety. Virtue with knowledge and wealth, confers great influence and respectability. The number of inhabitants in Great Britain and Ireland, is about (a) twenty-one millions. He found, on the tree, nothing but leaves. I have done every thing but my duty. Hardness of heart consists in great and voluntary aversion to duty.

Questions.—Repeat Rule X? To what is the latter noun or pronoun said to be connected? What may be repeated when other parts of speech are connected, such as adjectives or adverbs? 36. Repeat Note 1? Note 2? How is *me* parsed? What does *and* mean?

LESSON LXVIII.

709. RULE XI. Conjunctions usually connect verbs in the same mode or tense.

Or,—Conjunctions connect verbs in the same style, and usually in the same mode, tense, or form.

710. The verb which follows, is connected by the conjunction to that which precedes. The second form may be repeated, when the verbs connected are in the solemn style.

FORM OF PARSING.

John is a proper noun, third person, singular number, nominative case; and governs *studies* and *learns*. The nominative governs the verb. *And* is a conjunction, and adds or connects *learns* to *studies*. A Conjunction is a word used to connect sentences, members of a sentence, or single words. *Learns* is a regular active verb, connected by *and* to *studies*. Conjunctions usually connect verbs in the same mode or tense. In the indicative mode, present tense, third person, singular number; and agrees with *John*. A verb agrees with its nominative in person and number. Parse *her* like *his* in Lesson LXII. Parse *his* and *them* in the same manner.

Examples.—*John studies* his lessons, *and learns* them. When we arrive at school seasonably, and improve our time, we advance in knowledge. Learning refines and elevates the mind. True piety qualifies us for the duties of life, and prepares us for heaven. That sort of pleasure weakens and debases the mind. Idleness

* "About is an adverb, qualifying *twenty-one*."

brings forward and nourishes many bad passions. Hope often amuses, but seldom satisfies us. I have searched for it, but have not found it. Sarah writes her letters very neatly, and spells her words correctly. He is very worthy, but is not happy. She was once proud, but she is now humble. We often resolve, but seldom perform.

Questions.—Repeat Rule XI? Second form? To what is the verb which follows, connected by conjunctions? When may the second form be used? How do you parse John? *And? Learns? His? Them? Her?*

LESSON LXIX.

711. RULE XII. A verb having two or more nominatives connected by the conjunction *and*, must agree with them in the plural number.

NOTE 1. A verb agreeing with two or more nominatives connected by *and*, can be proved to be plural by substituting the pronoun *they* instead of them.

NOTE 2. Instead of saying *Sarah* and *Emeline* study well, you can say, *they* study well.

712. If any or either (*a*) of the nominatives is of the first person, the verb (*b*) is of the first person. If not, and any or either of the nominatives is of the second person, the verb is of the second person. In case of repetition, *we* is used instead of *I*, *you*, and *he*; and *you* or *ye*, instead of *you* or *ye*, and *he*. The supplying of these pronouns will demonstrate the person of the verb.

713. A verb having two or more nominatives, preceded by the adjectives *each* or *every*, though connected by the conjunction *and*, must agree with them in the singular number; as,

Now *every leaf*, and *every moving breath*,
Presents a foe, and every foe a death.—*Denham*.

714. A verb having two or more sentential or verbal nouns connected by the conjunction *and*, must agree with them in the singular number, except when a neuter verb is followed by a plural noun.

715. Two or more adjectives expressing or indicating number, connected by *and*, frequently require a plural noun, when the several conjoined particulars are resolvable into distinct simple sentences; as, 'The first, second, third, and fourth stanzas.' *Conjoined* means *joined together*.

^a Either is applicable, when there are only two nominatives; any, when there are more than two.

^b Si tu et Tullia va-lē'tis, ego et Cicēro valē'mus.

FORM OF PARSING.

I.

William is a proper noun, third person, singular number ; and is connected by *and* to *Thomas*. Conjunctions connect nouns or pronouns in the same case. In the nominative case, and governs *answer*. Repeat Rule I. *Answer* is a regular active verb, in the Indicative mode, present tense, third person, plural number ; and agrees with *Thomas* and *William*. Repeat Rule XII. This sentence, "Thomas and William answer their questions very well," is used instead of two simple sentences,—"*Thomas answers his questions very well*,"—"*William answers his questions very well*." The two nominatives, *Thomas* and *William*, are conjoined by *and*, and have a plural verb to agree with them.

Examples.—*Thomas and William answer their questions very well*. The earth and the moon revolve round the sun. Exercise and temperance promote health. Simplicity of appearance and humbleness of pretension, are high recommendations to any person. Humility and love constitute the essence of true religion. Improvement and pleasure are the products of industry. Justice and judgment are the habitation of thy throne ; mercy and truth shall go before thy face. Disagreement and discontentment often arise from imprudence. Intemperance and want of exercise destroy health.

II.

EACH,—EVERY.

FORM OF PARSING.

Warbles is a regular active verb, in the Indicative mode, present tense, third person, singular number ; and agrees with *bush* and *tree*, which are preceded by the adjective *every* by 713

Examples.—Every bush and every tree

Warbles sweet philosophy.—*Heber*.

Every sense, and every heart is joy.—*Thomson*.

Every tongue and every eye,

Does homage to the passer by.—*Young Lad. C. Bk.*

Every year and every month sends forth anew.—*Byron*.

Each sex and every age was engaged in the pursuits of industry.—*Gib. Rom*. Every production of nature and art, and every property of mind and body, is an individual.—*Hedge*. Every door, and portal, and avenue of the heart is thrown open.—*Wirt*. Each aunt, (and) each cousin hath her speculation.—*Byron*.

III.

ADJECTIVES BY 715.

The fifth and sixth volumes will complete the set of books.—*Murray*. Plato and Aristotle founded the Academic and Peripatetic schools.—*Dr. Webster*. The first and the last two verses were read. The first, third, fifth, and last stanzas were omitted. The inductive and productive methods of instruction contain the essence of modern improvements.

IV.

NOMINATIVES OF DIFFERENT PERSONS.

FORM OF PARSING.

Have attended is in the first person, plural number ; and agrees

with *Stephen* and *I*, by 712 and Rule XII. *Our* demonstrates the verb *have attended* to be of the first person in the plural number. *Demonstrate* means *show* or *point out precisely*.

Examples.—*Stephen* and *I have attended* to our recitations. *James*, and *thou*, and *I* are attached to our country. *Thou* and *he* shared it between you. *My brother* and *I* are constantly employed in our respective occupations. *He* and *I* commenced our journey together. *You* and *Noah* may have a recess.

Questions.—Repeat Rule XII? Repeat Note 1? Note 2? If any or either of the nominatives is of the first person, of what person is the verb? If any or either is of the second person and not of the first, of what person is the verb? When is *either* applicable? Any? Instead of what is *we* used? *You*? What will demonstrate the person of the verb? Repeat 713? Repeat 714? Repeat 715? What is the meaning of *conjoined*? How is *William* parsed? *Answer*? Instead of what is the sentence from which the form of parsing is taken, used? Name the two simple sentences? How is *warbles* parsed? By what note? How is *have attended* parsed? What demonstrates the verb to be of the first person? The meaning of *demonstrate*?

LESSON LXX.

716. RULE XIII. A verb having two or more singular nominatives connected by the conjunction *or* or *nor*, must agree with them in the singular number. See 779.

717. A verb, having two or more sentential or verbal nouns connected by *or* or *nor*, must agree with them in the singular number.

718. When the antecedents of pronouns are conjoined by *and*, so as to require a plural verb, the pronoun must agree with them in the plural number; otherwise, it must agree with them in the singular number.

719. When the antecedents of pronouns in the singular number are conjoined by *or* or *nor*, the pronoun must agree with them in the singular number.

The Conjunction AND used disjunctively.

720. Two (*a*) or more nouns of similar signification, when connected by the conjunction *and*, convey but one idea; and, then, the verb may be singular.

FORM OF PARSING.

May supply is a regular active verb, in the Potential mode, present tense, third person singular; and agrees with *wheat* or *rye* by Rule XIII. *It* is used instead of *wheat* or *rye* by 719.

Examples.—*Wheat* or *rye*, when *it* is scorched, *may supply* the place of coffee. Neither wealth nor honor can give contentment. Man's happiness, or misery, is in a great measure, put into his own hands.—*Blair*. Ignorance or negligence has caused this mistake. Neither apology, nor faulty education, nor want of time, can justify erroneous spelling. Either fancy or wilfulness misguides him. Joy and gladness is taken from the plentiful field.

* Suggested by Oliver Carlton, A. M., Salem, Mass.

Toll, tribute, and custom, was paid unto them.—*Bible*. “The research and investigation of truth, is especially appropriate to man.”

Questions.—Repeat Rule XIII? Repeat 717? Repeat 718? Repeat 719? Repeat 720? How is *may* supply parsed? Instead of what is the word *it* used? By what note?

LESSON LXXI.

RELATIVE PRONOUNS.

721. RULE XIV. Pronouns agree with their antecedents, or the nouns which they represent, in person, number, and gender. (*b*)

722. *Antecedent* is compounded of the Latin preposition *ante*, *before*, and the Latin verb *cedent*, *will go*; and is so called, because it generally precedes the pronoun which represents it, or which is used instead of it. The term antecedent is equally applicable to personal pronouns.

723. Declension of the relative pronouns. See 209.

724. The words *that* and *as*, when relative pronouns, never admit the governing word before them; are used both in the nominative and objective cases, and never in the possessive. *Whose* is well authorized by good usage as the possessive of *as*, *that*, and *which*. See 210, 211, and 212.

725. When *that* is not a pronoun, nor an adjective, it is a conjunction. *That* is a conjunction when it belongs to the whole sentence which follows it; as “Remember *that* thou must die.” Remember *that* what? Answer, ‘Thou must die.’

726. “*That* is a *relative* pronoun, when it can be changed into *who*, *whom*, or *which*; a *demonstrative* pronoun, when its antecedent can be supplied; and an *adjective*, when it belongs to the following noun.

727. The word *as* is frequently a relative pronoun after the adjectives, *such* and *same*, and in some other instances. (See 394, 395, and 396.) Some Grammarians supply ellipses as in the following examples. Help such persons as [*those persons* (are,) *who*] need your help. Participle have the same government as [*that government* (is,) *which*] the verbs have from which they are derived. As many as [*those* (are,) *who*] will behave well, may accompany their teacher. He is as useful a man as [*any man* (is,) *which*] the town affords.

♫ The word personal or relative may be prefixed, if deemed necessary.

728. The *relative* pronoun, when in the nominative case, governs the nearer verb,—the one in its own member of the sentence ; and the *antecedent*, the more distant verb.

729. When the relative pronoun is not in the nominative nor possessive case, it is always governed by some active verb, active participle, or preposition in its own member of the sentence.

FORM OF PARSING.

Whom is a *relative* pronoun, agreeing with its *antecedent* friend. Repeat Rule XIV. Of the third person, singular number, in the objective case ; and is governed by *to*. Repeat Rule VI. *That* is a *relative* pronoun, agreeing with its *antecedent* *they* by Rule XIV. In the nominative case, and governs *seek* by Rule I. You know it to be a *relative* pronoun because it can be changed into *who*. You can say *they who seek wisdom*. *As* may be proved to be a *relative* pronoun by changing *such* and *as* into *those which* ; as, *those books which*. Parse it, *one*, *him*, *its*, and *his* like *his* in Lesson LXII.

Parsing Examples.—Thou art a friend to *whom* I am greatly obliged. Men *who* grasp after riches, are never satisfied. William Penn, who founded Philadelphia, was a very worthy man. The science which treats of birds, is called ornithology. “The crime, which has been once committed, is committed again with less reluctance.”—*Dr. Johnson*. Sweetness of temper is a quality which reflects lustre on every accomplishment.—*B. Greenleaf*. He, (*f*) who is a stranger to industry, may possess property ; but he (*f*) cannot enjoy it. He (*f*) who affords help in adversity, is a real friend.

II.

They, (*f*) *that* seek wisdom, will certainly find *it*. The child, that met me, has recovered. The same mail, that carries out the letter, will bring back (*c*) an answer. “He, (*f*) that honoreth his father, shall have a long life ; he (*f*) that is obedient unto the Lord, shall be a comfort to his mother.”—*Ecclus*. A constitution is a body of rules, by which people are governed.—*C. A. Goodrich*. A donee is the person, to whom any thing is given.

III.

“Virtue is undoubtedly most laudable in that state, which makes it most difficult.”—*Dr. Johnson*. The scholar whose time is improved, has a clear conscience. We should not associate with any person, on whose veracity we cannot depend. “A prism is a solid, whose sides are all parallelograms.”—*Holbrook*. The broad sun hangs over sainted Lebanon, whose head in wintry grandeur towers.—*T. Moore*. A disjunctive syllogism is *one*, (*d*) whose major premise is disjunctive.—*Hedge*. I, who am present, saw the transaction. You, who have heard the remark, may recollect it.

IV.

The teacher will recommend *such* books *as* will be used. The

f See 417.

c An adverb.

d See 420.

scholar will procure such books as are recommended. A kind parent imparts such counsel as is needed. Thomas rode *so fast* (*c*) that we could not overtake *him*. They acted with so much reserve, that some people doubted their honesty. Such books not only run away with the time which should be given to better things, but gradually destroy all taste for better things. The heart knoweth *its* own bitterness; and a stranger doth not intermeddle with *its* joy. The God of Israel doeth wondrous things. The glory of God and the happiness of *his* creatures, are inseparably connected.

Questions.—What is a relative pronoun? 208. Repeat Rule XIV? Of what is the word *antecedent* composed? Why is it so called? To what other pronouns is antecedent applicable? Decline *who*? 209. *Which*? *That*? *As*? To what do *who* and *whom* relate? 210. *Which*? 211. *That*, *whose*, and *as*? 212. What remark about *that* and *as* in 724? *Whose*? What is *that* when not a pronoun nor an adjective? When is *that* a conjunction? When a relative pronoun? A demonstrative pronoun? An adjective? When is *as* a relative pronoun? 727. Name the ellipses, which some grammarians supply? Which verb does the relative in the nominative case govern? Which the antecedent? How is the relative pronoun parsed when not in the *nominative* or *possessive* case? 729. How is *whom* parsed? *That*? How do you know the word *that* to be a relative pronoun? How can you prove *as* to be a relative pronoun in the example first named?

LESSON LXXII.

730. RULE XV. Participles refer to nouns or pronouns.

731. "When a participle will admit the degrees of comparison, it becomes an *adjective*; and may be called a participial adjective."

732. The participle is also an adjective when it precedes its noun, and serves to distinguish or describe it as an adjective would in the same situation; as, *flying* clouds,—*volatile* clouds. 'The *setting* sun reminds us of *declining* years.'

733. **Position.**—The common position of the participle is *after* the noun or pronoun to which it refers. The participle, however, frequently *precedes* the noun or pronoun to which it refers.

PARTICIPIAL ADJECTIVES.

FORM OF PARSING.

I.

Forgiving is a participial adjective, and belongs to *temper*. Adjectives belong to nouns.

Examples.—Rebecca possesses a *forgiving* temper. Interesting facts may instruct us. The first ideas make the deepest and most lasting impressions. Alpheus is a learned(*a*) man. He lives a devoted life. The deserted mansion has been sold. Known duties should not be neglected. The drunkard becomes a ruined man. The sleep of the laboring man is sweet. Capacious and enlarged minds entertain enlightened and extended views of men and things. I use this term in rather a limited sense.—*P. Anal*

c Fast means *swiftly*, or *rapidly*; and is, therefore, an adverb.

d See 420.

a Pro. *It's* 'ned.

II.

Setting is a participle, from the irregular neuter verb *set*. Pres. *setting*, Per. *set*, Comp. per. *having set*. In the present tense, and refers to *sun*. Participles refer to nouns.

Examples.—I saw the sun *setting* in the west. James found *his* sister weeping. Henry saw a flock of geese flying in the air. The shepherd beheld a herd of elephants feeding on the plains. Sarah left home rejoicing. The industrious bees return to *their* hive, loaded with honey and wax. The river, swelled by frequent rains, overflowed *its* banks. Plymouth was the first town settled by white people in Massachusetts. Herschel, the astronomer, improved the telescope invented by Galileo.* “Delivery, in mint language, is the quantity of moneys coined within a given period.”—*Cobb*. The path of piety and virtue, pursued with a firm and constant step, will assuredly lead to happiness. Annas had sent *him bound* to Caiaphas the high priest.—*Bible*.

III.

FORM OF PARSING.

Having been deserted is a participle from the regular active verb *desert*. Active voice. Pres. *deserting*, Per. *deserted*, Comp. per. *having deserted*. Passive voice. Pres. *being deserted*, Per. *deserted*, Comp. per. *having been deserted*. In the Comp. per. tense, and refers to *he*. Participles refer to pronouns. It is placed before the pronoun to which it refers. *Nothing* is in the objective case, and is governed by *having drank*. Active participles govern the objective case.

Examples.—*Having been deserted*, *he* became discouraged. He left for home, having drank *nothing* to my knowledge at the store.—*N. Y. Evangelist*. The student, being expelled from college, resumed his accustomed avocations. The pedagogue, being influenced by a carping criticism, often displays *his* pedantry. The ignorant scholar having, from infancy, fostered a high esteem of self, frequently treats *his* teacher disrespectfully. The faithful teacher, having toiled unsparingly, dismissed *his* school. Man, being exhausted by action, requires rest. She, being praised, became vain. George Washington, having discharged the duties of *his* office, resigned *his* commission. Having been noticed, he was much elated. Joseph, having dined, pursued his studies.

IV.

Neuter and passive Participles preceded and followed by the same case.

FORM OF PARSING.

Man is in the nominative case after *being*, and agrees in case with *he*, by Rule IX. and 704.

Examples.—*Being* an aged *man*, *he* was cautious and timorous. Having been left an heir, he became prodigal. George Washington, having been elected President, entered upon the duties of his office. Horace, being the man of our choice, was elected. He having been chosen representative, accepted the office. The

* Pro. gāl-ly-18/5.

† Pro. kã/ya-faa.

office holder, having been educated a man of circumscribed views, is less useful in the discharge of his official duties.

Questions.—Repeat Rule XV? When does a participle become an adjective? What is it then called? When else is it an adjective? What is the common position of the participle? Does it sometimes precede the noun or pronoun to which it belongs?

LESSON LXXIII.

734. "RULE XVI. Verbs in the infinitive mode refer to nouns or pronouns; and are governed by verbs, participles, adjectives, or nouns."

735. The reference of the verb in the Infinitive mode possesses advantages which will escape the observation of the teacher, who has been accustomed to a different way of parsing. It chains the mind to a closer principle of analysis; it enables the scholar readily to distinguish the real word on which the Infinitive depends or by which it is governed. Some erroneously say that pronouns govern the Infinitive mode in such examples as this,—'I expected him to be present.' We will change the form of expression,—'he was expected to be present.' All will admit that *to be* is governed by *was expected*. The same verb that governs it in the passive voice, governs it in the active. We will take an example where the sign of the Infinitive is omitted,—'Make him study.' What causes the sign of the Infinitive to be omitted before *study*? The verb *make*. Passive, let him be made to study. What causes the sign *to* to be expressed before *study*? Its being used in the passive voice after *be made*. The causing of a word to be in a certain form is what is meant by government. None will presume to say that, in the last two examples, the verb *to study* is governed by *him*; but it is so with as much propriety as in the example first mentioned.

736. The Infinitive refers to nouns or pronouns either in the nominative or objective case; and to that which is the instrument or subject of what is expressed by the Infinitive. "The reference is precisely of the same nature, as that of a participle to its noun or pronoun." I saw *him study*. I saw *him studying*. The verb *study* refers to *him*. The participle *studying* also refers to *him*.

737. Verbs in the Infinitive mode have no person nor number; that is, they have no nominative case.

738. Verbs in all other modes have person and number; and are, therefore, called finite verbs.

739. The Infinitive mode is often used after *so as* or *such as*, instead of other modes. *So* and *as*, in such cases, connect the infinitive to the verb or adjective by which it is governed.

740. The infinitive mode is sometimes absolute; as, 'To confess the truth, I was in fault.' What is called the infinitive mode absolute is more properly governed by a verb understood; as, 'If you will allow me to confess the truth, I confess, that I was in fault.'

741. I. "Position.—The infinitive is commonly placed after the word to which it refers, and also that by which it is governed."

742. II. "The infinitive is sometimes placed before the word by which it is governed."

FORM OF PARSING.

To see is an irregular active verb, in the infinitive mode, present tense,—refers to *Hannah*, and is governed by *rejoiced*. Infinitives refer to nouns and are governed by verbs. Decline *to see* in both voices. *To become* is a neuter verb,—refers to me, and is governed by *forced*. Parse *her* and *his* like *his* in LXII.

Examples.—Hannah rejoiced to *see* her brother. The culprit forced me to *become* his accomplice. We should strive daily to improve our precious time. Richard is exceedingly careful not to give offence. He has a desire to make *his* friends happy. The morning sun, dawning from the east, seemed to revive creation. The fumes, which arise from a heart boiling with violent passions, never fail to darken and trouble the understanding. Joseph, desiring to advance in knowledge, attended school constantly. "During the French war, the English colonists proved themselves to be a brave people."—*C. A. Goodrich*. I was requested to call them brethren. "They, who subvert the foundations of morality and religion, ought not to be respected."—*Hedge*. Their property is to be sold by the sheriff, to pay for the liquor drank by their unfeeling and ruined parent during the last three months.—*Temp. Al.*

Questions.—Repeat Rule XVI? What remarks respecting the reference of verbs in the infinitive mode? What examples are given to explain the difference between the reference and government of infinitives? To what does the infinitive refer? Of what nature is this reference? To what does *study* refer? *Studying*? Have verbs in the infinitive any person or number? What have verbs in other modes? Why called *finite* verbs? The meaning of *finite*? How is the infinitive used after *so* and *as*? The use of *so* and *as*? The infinitive is sometimes what? How are the verbs in the infinitive *absolute* more properly parsed? First position of the infinitive? Second? Do pronouns ever govern the infinitive? Ans. They do sometimes. How are you to parse all pronouns hereafter whether printed in Italics or not? Ans. Like *his* in LXII.

LESSON LXXIV.

743. RULE XVII. "When an address is made, the noun or pronoun is in the nominative independent."

744. The noun or pronoun addressed, is of the second person; and may be called a compellative from the Latin infinitive compellā'-re, *to address, to call one by name*.

FORM OF PARSING.

Son is a noun of the second person, singular number; and in the nominative case *independent*. RULE XVII.

Examples.—This life, my *son*, is the journey of a day. I warn *you*, young man, to dread and to avoid the intoxicating bowl. O king, *thou* indeed callest me mother and queen; but I confess that I am thy servant. (*a*) Sir, *you* have led their troops through a perilous and doubtful war.—*Marshall*. Dear brother, your last letter was seasonably received. Thou bane of elated joy, whose

a Rex, tu quidem Matrem me et Regnam vocas; sed ego me tuam famulam esse confiteor.—*Walker's Lat. Road.*

pains or sweets alike destroy our peace.—*Hoole's Tasso*. Young ladies, time should be improved. I beseech you, my friends, to shun the haunts of vice. I should not dare thus to expose myself to danger. We wish him not to write so fast. He invited my brother and me to see his garden. He desires you to stay for him. Alms, given with ostentation, discover pride. Flattery hurts not him who flatters not himself. Old age and death are generally thought to be very great evils.

Questions.—Repeat Rule XVII? Repeat 744? What may nouns addressed be called? Of what person is *son*? Why? Of what number is *you*? Why?

LESSON LXXV.

745. RULE XVIII. A noun or pronoun, joined with a participle, and governing no verb, is in the nominative case absolute.

746. "A pronoun in the nominative absolute, is sometimes understood;" as, 'Generally speaking, his proficiency has been good.'

FORM OF PARSING.

Minister is a noun, third person, singular number; and is joined with the participle *having finished*, in the nominative case absolute. Repeat Rule XVIII.

Examples.—The *minister* having finished his discourse, the assembly dispersed. Peace of mind being secured, we may smile at misfortunes. Virtue being abandoned, and conscience reproaching us, we become terrified with imaginary evils. The war having ended, the condition of the country was more prosperous. War being expected, Congress ordered an army to be raised. Congress having closed *its* session, each member returned to his native state. Shame being lost, all virtue is lost. The lesson having been recited, Charlotte was dismissed. Pride prevailing, man becomes a slave to fancy. A convention having been held, a congress of nations was recommended. "Jesus had conveyed himself away, a multitude being in that place."—*John* 5, 13.

Questions.—Repeat Rule XVIII? What is said of a pronoun in the nominative absolute? The meaning of *absolute*?

LESSON LXXVI.

VERBS IN THE DEFINITE FORM.

FORM OF PARSING.

Was sitting is an irregular neuter verb, in the indicative mode, imperfect tense, *definite form*, third person, singular; and agrees with *he*. Rule II. *Was sitting* is in the *definite form* according to 445,—because the participle *sitting* from the *neuter verb sit*, is subjoined to the neuter verb *was*, a part of the verb *be*. *Was sitting* is a neuter verb, because the participle *sitting* which is subjoined to *was*, is neuter. *Is studying* is an active verb, in the *definite form*, because the participle *studying* is active.

Examples.—He *was* carelessly *sitting*. Susan *is* *studying* her lesson. Mark has been attending to geometry. I have long been waiting, my friend, for an opportunity to converse with *you* on a particular subject. I had been reading your letter, when Emily arrived. We shall be expecting to see you at to-morrow's dawn. "They are felling the troops with clubs."—*Tr. of Virgil*. Mary Jane has been giving an account of her excursion. Strength and weapons cannot avail any thing, where conduct and courage are wanting. Stephen has ever been desiring to acquire useful information.

Questions.—What gives to a verb the definite form or meaning? 445. How is the verb in this case? How do you form the tenses in the definite form? 566. How is *was sitting* parsed? Why in the definite form? Why neuter? How is *is studying* parsed? Why is it active? What does the present participle denote? 546.

LESSON LXXVII.

747. "The nominative sometimes comes after the verb." See 668.

I.

748. "The nominative comes after the verb, frequently, when the sentence begins with an *adverb*," the conjunction *neither* or *nor*, "when a question is asked," and when the verb is in the Imperative mode.

II.

Also, when an adjective which is emphatical, begins a sentence; as, 'Happy is the man that findeth wisdom;' when the conjunction *if* or *though* is understood; as, 'Had I seen him, he would have gone,' and when an adjunct or some other part of speech introduces a neuter or passive verb; as, In the days of Joram, king of Israel, *flourished* the prophet *Elisha*.—*Blair*. Out of whose modifications have been made most complex modes.—*Locke*.

III.

When a sentence begins with said, quoth, think, or other verbs of similar construction; as, 'Young man, said Omar.' *Dr. Johnson*. 'Quoth Hudibras, thou offerest much.'—*Butler*. 'Thought he, this is the lucky hour.'—*Id.*

749. When *who*, *whose*, *whom*, *which*, and *what*, are used in asking questions, they are called *interrogative* pronouns. *Whether* was formerly used as an interrogative pronoun. *Which* and *what* when joined to nouns, are interrogative adjectives.

750. "The helping verb *do* is frequently used in asking questions. It is also used to express emphasis."

Directions for parsing.

Who is an interrogative pronoun, third person, singular number; and agrees in case with *thou*; or is the nominative after *art* by Rule IX. When a question is asked, the nominative which governs the verb, frequently comes after it, though not always. *Who* art thou? Thou art the *man*. *Man* is the *subsequent*, or the word which *who* represents; and *who* is in the same case that *man* is. "Interrogative pronouns always relate to the noun or pronoun which supplies their places in the answer to the question." *Whose* fault is it? It is *my* fault. *Whose* is an *interrogative* pro

noun, in the possessive case ; and is governed by fault, by Rule V. *Whose* relates to its subsequent *my*, and is in the same case by 402. The word *it* governs *is* ; *fault* is the nominative after *is*. *Then* answered *Peter*. *Peter*, the subject of the verb *answered*, comes after the verb, because the sentence begins with the adverb *then*.

I.

Examples.—*Who* art thou ? *Whose* fault is it ? *Then* answered *Peter*. Now will I go. Here is the book. There was a time. Hence proceeds the mistake. Thus saith the Lord. Never, said he, can I consent. He cannot write, neither can he read.

II.

There may be an opportunity. Were you there ? Will he be present ? To whom shall we go ? What induced you to leave me ? Did he go ? Do you intend to stay ? I do think that you are in an error. Has the boy played ?

III.

Does Cyrus study ? He does study. Charles did play. Had the enemy retreated ? Will peace be made ? Shall virtue triumph ? Whether of them twain did the will of his father ?—*Bible*. Soft is the strain, when zephyr gently blows.—*Pope*. Friend, quoth the cur, I meant no harm.—*Gay*.

Questions.—What position of the nominative in 747 ? When does the nominative come after the verb ? I. Name the instances and examples in II ? Those in III ? What are *who*, *whose*, *whom*, *which*, and *what* when used in asking questions ? What is said of *whether* ? Of *which* and *what* when joined to nouns ? How is the helping verb *do* used ? What is an interrogative pronoun ? 400. How is *who* parsed ? Of what person is *who* ? Why ? Does the nominative frequently come after the verb in interrogative sentences ? Does it always ? Where does it come when an auxiliary is used ? 181. What word does *who* represent ? Is *who* in the same case that man is ? To what do interrogative pronouns relate ? What is the name of the noun or pronoun ? In what case is the subsequent ? 402. In what case is *whose* ? How parsed ? What is the subsequent of *whose* ? Why ? How do you parse it ? *Fault* ? Why does *Peter* come after the verb ? Ans. 748.

LESSON LXXVIII.

IMPERATIVE MODE.

751. The *Imperative* mode of the verb is used to command, entreat, exhort, or permit ; this mode usually has the nominative after the verb, and most generally understood.

752. In the first person, the *Imperative* mode expresses permission, invitation, exhortation, entreaty, or condition ; in the third person, it expresses the command or strong desire of the speaker respecting a second person. The speaker becomes the third person, when another makes known his command or desire ; as, ‘ God said or commanded, *Light be*, and light was.’

753. Though most of the *Imperative* verbs in the English language are used in the second person, and are so exemplified by declension in this grammar, still the use of such verbs as *grant*,

allow, suppose, say, save, and except, without a definite nominative, and the occasional use of the first and third persons of this mode, are among the most beautiful idioms of the language.

754. The third person Imperative expresses a command of the highest order, or a desire of the most ardent and heart-felt nature, issuing from the person who gives the command or expresses the desire. God said, or commanded, *Light be*, and light was. Nothing can exceed the sublime emotions this concise sentence is calculated to raise on the mind of the reader. Its expressiveness and sublimity are much diminished by multiplying words as in the present version of this passage; as, *Let there be light*, and there was light; besides, the person of the verb is changed from the third to the first.

NOTE 1. Imperatives of the third person from other languages. *Hic nostri nuncius esto.*—*Virgil, Æn. Lib. IV. L. 237.* *Primus equum phaleris insignem Victor habeto.*—*Id. Æn. Lib. V. L. 310.*

Καὶ ὁ Θέλων λαμβανέτω τὸ ὕδωρ ζωῆς δωρεάν.—*Rev. 22, 17.*

Μήτε τις ὄν θήλεια θεὸς τόγε, μήτε τις ἄρσεν

Παράτω διακίρσαι ἐμὸν ἔπος.—*Homer's Iliad, VIII. 7 and 8.*

755. By the supposed use of the word *let* as an auxiliary to express the different persons of the Imperative mode, the student in grammar acquires a very vague idea of the real nature of the first and third persons of this mode; in fact, no scholar fully and exactly comprehends their literal and forcible meaning, when he has occasion to translate them from those languages in which they are used. To call *let* an auxiliary, is a perversion of language.

756. The active verb *let*, like all other principal verbs, is used to help express the Imperative mode, but not as an auxiliary. 'Let me study.' Let here implies an address to a second person or persons; as, 'Let (thou, ye, or you) me study.' If any person addresses himself, let agrees with *I* understood; as, 'Let (I) me study.' 'Let us study.' If the speaker is included, let agrees with (we) understood; as, 'Let (we) us study.' If the speaker is not included, let agrees with *thou, ye, or you*. In the examples, 'Let him study, let her study, let them study,' let agrees with *thou, ye, or you* understood.

NOTE 1. Examples of imperatives of the third person are numerous in the Bible; and many instances of pleonasm are there tolerated, which continue to deface the sacred page, in consequence of this idiom's not having been recognized by the English translators. The first clause in *Rev. 2. 11*,—*Ὁ ἔχων ὄτε, ἀκουσάτω.*—is translated,—*He that hath an ear, let him hear*,—leaving the pronoun *he* a nominative without a verb.

NOTE 2. A literal translation of the sentence quoted reads thus,—*He having (an) ear, hear*,—the Greek article having the force of a pronoun. The reader will perceive that *hear* is a verb in the Imperative mode, third person, and agrees with *he*.

757. To substantiate the positions we have assumed with regard to the Imperative mode, we cite the authority of the venerable Dr. Webster, who as a Lexicographer and Grammarian, deservedly stands at the head of English and American literature.

He says, "in Syntax, Rule V. In some cases, the imperative verb is used without a definite nominative; as, 'I will not take any thing that is thine, *save* only that which the young men have eaten.'—*Gen.* 14, 24. 'I would that all—were such as I am, *except* these bonds.'—*Acts* 26, 29. This use of certain verbs in the imperative is very frequent, and there is a peculiar felicity in being thus able to use a verb in its true sense and with its proper object, without specifying a nominative; for the verb is thus left applied to the first, second, or third person. I may *save* or *except*, or you may *except*, or we may suppose. If we examine these sentences, we shall be convinced of the propriety of the idiom; for the ideas require no application to any person whatever."

Note 1. God said, *Let* there be light, and there was light. *Let* us make man. *Let* us bow before the Lord. The verb *let*, in the idiomatic examples (named,) has no nominative specified, and is left applicable to a nominative of the first, second, or third person, and of either number.—*Kirkham*.

Note 2. *Be* it enacted. *Cursed* be he that curseth thee. *Turn* we to survey. The verbs *be* enacted, *be* cursed, and *turn*, according to an idiom of our language, or the poet's license, are used in the imperative, agreeing with a *nominative* of the first or third person.—*Id.*

758. The helping verb *do* is frequently used in the imperative mode. The Imperative mode is used only in the present tense.

759.

DECLENSION.

FAMILIAR STYLE.

Singular and Plural.

<i>Neuter.</i>	<i>Passive:</i>	<i>Active.</i>
Be you, <i>or</i> do you be.	Be you guarded, <i>or</i> do you be guarded.	Guard you, <i>or</i> do you guard.

760.

SOLEMN STYLE.

<i>Neuter.</i>	<i>Passive.</i>	<i>Active.</i>
Sing. Be thou, <i>or</i> do thou be.	Be thou guarded, <i>or</i> do thou be guarded.	Guard thou, <i>or</i> do thou guard.
Plural. Be ye, <i>or</i> do ye be.	Be ye guarded, <i>or</i> do ye be guarded.	Guard ye, <i>or</i> do ye guard.

FORM OF PARSING.

Go is an irregular neuter verb, in the Imperative mode. Sing. go thou, *or* do thou go; Plu. go ye, *or* do ye go. Of the second person singular, and agrees with *thou*. Repeat Rule II., second form. 'Go thou,' is a *command*. 'Thou goest, is an *affirmation*. 'Dost thou go?' is an *interrogation*. Change the following examples in the same manner.

I.

Examples.—Go thou. Hear ye. Do thou attend. Do ye obey. Be ye prepared. Be thou obedient to the laws of thy country. Submit you to the rules of the school. Imprint ye upon your heart the principles of truth. Strive you to improve

your time. Aim thou to deal justly. *Live*, O man, for eternity.

761. The nominative is sometimes *understood*. This is usual by the case in the imperative mode. (See 767.)

FORM OF PARSING.

Come is an irregular neuter verb, in the imperative mode, second person; and agrees with *thou*, *ye*, or *you*, understood. Rule II. *Be* is an irregular neuter verb, in the imperative mode, second person, *plural*; and agrees with *ye* or *you* understood by Rule II.

II.

Examples.—*Come* to me. Obey my voice. Repent and believe. Hasten, and delay not. Children, *be* obedient to *your* parents. Go to the ant, thou sluggard; consider *her* ways, and be wise. Get wisdom, get understanding. Forsake *her** not, and she shall preserve thee.—*Bible*. Give not yourself away to obstinacy. Cherish not incredulity. Envy no person's happiness. Guard against ultraism. Hear counsel and receive instruction.

III.

IMPERATIVES OF THE FIRST AND THIRD PERSONS.

FORM OF PARSING.

Be is a verb in the imperative mode, third person, singular; and agrees with God. RULE II.

The God of peace *be* with you.—2 *Cor.* 13, 11. I answered and said, so be it, O Lord.—*Jer.* 11, 5. Thy kingdom come. Thy will be done.—*Matt.* 6, 10. Forever blessed be the Lord.—*Watts*. Blessed be the name of the Lord.—*Bible*. God save the state. The Lord prosper you. Fall he, that must (fall).—*Pope*. Blessed *be he* that blesseth thee. Let us make a covenant, I and thou.—*Bible*. Come, we that love the Lord.—*Watts*. Sing we to our God.—*W's. Col.* The Lord, that made heaven and earth, bless thee out of Zion.—*Bible*.

IV.

Except (*a*) agrees with *I*, *we*, *thou*, *ye*, or *you*, understood. The writer may make the exception himself; in this case, *except* agrees with *I* understood. If he includes others with himself, it agrees with *we*. If he addresses himself to the reader or readers, it agrees with *thou*, *ye*, or *you*.

Madagascar is the largest island in the world, *except* New Holland and Borneo.—*Woodbridge*. Israel burned no persons, save Hazer only.†—*Bible*. Echo cannot catch a single sound, save the clack of yonder mill.—*Cunningham*. There were, say, twenty persons present. They were all scattered abroad throughout the regions of Judea and Samaria, *except* the apostles. There was nothing in the ark, save the two tables of stone. Pharaoh|| had the fifth part, *except* the lands of the priests only.‡ They were commanded to take nothing for their journey, save a staff only.‡ They saw no man, save Jesus only.‡—*Bible*.

Questions.—Repeat 751? What does the imperative express in the first person? In the third person? When does the speaker become the third person? In what person of the imperative mode, is the verb declined in this grammar? What are among the most beautiful idioms of the language? What does the third person express? What remark on the sentence,—*Light be, and light*

* Feminine by personification.

† An adjective.

a *Except we*, is equivalent to, *if we except*.

|| *Pro. F&Rd.*

was? What is the effect of multiplying words in the imperative? What objection is added respecting the present version of the passage quoted? Meaning of version? What is said of *let* in 755? How is *let* used? 756. Repeat Note 1? Note 2? With what does *let* agree in the sentence, 'let me study?' With what if a person addresses himself? In the sentence, 'let us study,' with what does *let* agree, if the speaker is included? With what if the speaker is not included? With what in the sentences, 'Let him study,' &c.? Whose authority is cited to substantiate what has been said respecting the imperative? What does his Rule V. say? What examples does he give? What general remark does he make on the subject? What does Mr. Kirkham say in Note 1? In Note 2? How is *do* used? How many tenses has the imperative? What one is that? Decline the verb *be* in familiar style? *Be guarded?* *Guard?* Decline *be* in the solemn style both numbers? *Be guarded?* *Guard?* How do you parse *go*? Repeat *go thou*, as a command? As an affirmation? As an interrogation? Repeat or change *hear ye*, in the same manner? Change the other imperatives in the same manner? With what does *live* agree? Ans. It may agree with *man*; if the teacher prefers it, with *thou* understood. What is said about the nominative in 761? When are words said to be understood? In what mode is this usually the case? How do you parse *come*? *Be*? 'Why does *be* agree with *ye* or *you* understood, rather than with *thou*? Why is *your* of the plural number? Like what is *her* parsed? How is *be* in III. parsed? How is *except* parsed? How, if he makes the exception himself? How, if he includes others? How, if he addresses himself to the reader or readers? To what is *except* *we* equivalent?

LESSON LXXIX.

OBJECTIVES.

762. "*Position*.—The objective case sometimes comes before the verb that governs it,—especially of relative and interrogative pronouns." See position 670.

FORM OF PARSING.

Whom is a relative pronoun agreeing with its antecedent friend by Rule XIV. In the *objective* case, and is governed by *love*, according to Rule III. *Whom* is governed by *love*, a word in its own member of the sentence, because the nominative *I* comes between *whom* and the verb.

I.

Examples.—Thou art a friend, *whom* I love sincerely. The book which I bought, is a very valuable treatise. The scholar, *whom* you have been teaching, has made good improvement. "We are inclined to believe those (persons) *whom* we do not know, because they have not deceived us."—*Dr. Johnson*. Viewed through any other medium than (through) *that** of revelation, man is a riddle, which man cannot expound.—*Payson*. The cloak† that I left at Troas, when thou comest, bring with thee.—*Bible*. What misery does the vicious man secretly endure! My neighbor owns the house, which our friend occupies. What books do you use? The sailor, *whom* we saw, is drowned. The propositions, which we made, were rejected.

II.

The maize, which we planted, has vegetated. Which man did you see? Which boy was present? Whom do you seek? What do you wish? Whom did you go to see? What doest thou? Daniel conversed about the persons and things that he

* A demonstrative pronoun, used instead of medium, by 424 and 421.

† *Cloak* is the orthography of Walker and Worcester; *cloak* of Dr. Webster.

had seen. The same boy, that you taught, has returned. The wheat, which you sowed, has been reaped. Whom have you visited? Brethren, what shall we do to be saved? What signify good pretensions, when our example does not correspond with them? What signify the counsel and care of teachers, when youth think they have no need of assistance? Him, being delivered by the determinate counsel and foreknowledge of God, ye have taken, and, by wicked hands, have crucified.

Questions.—What is sometimes the position of the objective? Especially of what? How is *whom* parsed? Why is *whom* governed by love? What is said in 729? How is the word *that* parsed? By what note? 424 and 421. How do you parse *what*, in the sentence *what* misery, &c.? *Which* in the sentence *which* man &c.?

LESSON LXXX.

COLLECTIVE NOUNS.

763. Collective nouns, or nouns of multitude, have verbs and pronouns agreeing with them either in the singular or plural number;—in the singular number, when unity is implied; in the plural number, when plurality is implied.

764. When a collective noun implies unity, it requires a pronoun of the neuter gender, third person, singular number; as, 'Congress has closed *its* session.' See 235 and 236.

FORM OF PARSING.

Were divided is in the plural number, agreeing with the collective noun *council*, which implies plurality of meaning by 763. The word *their* is used instead of *council* by 763.

I.

Examples.—The council *were divided* in *their* sentiments. The school is dismissed. The nation will enforce its laws. The enemy were driven from their works.—*Mickle*. The nobility are the pillars to support the throne.—*Blackstone's Com.* The clergy began to withdraw themselves from the temporal courts.—*Id.* (†.) The fair sex, whose duty does not compel them to mingle in the labors of public life, have a solemn responsibility devolving upon them. The jury did not agree in their verdict. The legislature has closed its session. The regiment consisted of a thousand men. The church claims great prerogatives. The committee did not express their opinion concerning the merits of the case.

II.

The Senate of the United States is composed of two senators from each state. The senate act in three capacities. The United States are divided into circuits. The Circuit Court tries causes between citizens of different states, between aliens and citizens, and cases in which the United States is a party. The Supreme Court of the United States is composed of seven judges. Con-

† *Id.* is a contraction of the Latin *Idem*, *the same*, and indicates that the sentence preceding *Id* is extracted from the Author last named.

gress have the power to provide by law for the mode in which persons who were born in other countries, may become citizens of the United States. Congress have power to establish a uniform system of bankruptcy. A body politic is a corporation.—*Sullivan's Polit. Class Book.*

III.

The legislative branch, or the Congress, as it is called, consists of a Senate and House of Representatives. By the constitution of a state, is meant the written system or frame of government which the people of such state have adopted. The legislature of the United States consists of a Senate and House of Representatives. The Senate of the United States is composed of two Senators, chosen by their respective legislatures for the term of six years. The House of Representatives consists of members, chosen by the people for the term of two years. The House of Representatives choose their own speaker, and other necessary officers. The people of each state choose persons to make their own laws. As a nation, we are placed under a form of government eminently adapted to promote the general welfare. A people without virtue will of course choose men without virtue to govern them. The people of this country, under the providence of God, are the guardians of their own privileges, and consequently of their own happiness.—*Hildreth's View United States.*

IV.

The assembly was dissolved.—*Enc. Am.* The House of Representatives chooses its own speaker and other officers, and possesses the sole power of impeachment. The Senate are divided into three classes. Congress has power to organize the Supreme Court. A committee of the whole house is composed of every member. The petty or petit jury consists of twelve persons. The grand jury may accuse upon their own knowledge.—*Id.* The catholic clergy of Ireland are rare examples of the doctrines (which) they inculcate. *Phillips's Speeches.* The parliament is prorogued. The army has been disbanded. The court were divided in their opinion. A party of Indians was seen on the shore. Is your family well? It is. The Board of Trustees have adjourned their meeting. A flock of wild turkeys was seen on the banks of the river. A majority of votes was given to the highest candidate.

765. The words, *number, kind, sort, and part*, when plural adjuncts are associated with them, require singular verbs and adjectives to agree with them. The word *part* frequently has a plural verb; but its use is not to be recommended.

V.

The number of inhabitants has increased. That kind of books is preferred. This sort of apples is palatable. A part of the scholars was dismissed. A part of the exports consists of raw silk. This kind of epithets is sparingly used.

Questions.—Repeat 763? Repeat 764? How is *were divided* parsed? *Their*? What is said in 765? What is said of *Id.*? What remarks in 935 and 936?

LESSON LXXXI.

766. Subsequent Adjectives. The adjectives adry, akin, afraid, (a) afloat, aghast, alert, alike, alive, alone, asleep, ashamed, athirst, averse, awake, aware, conducive, elect, enough, extant, extinct, indebted, politic, promotive, pursuant, repugnant, subservient, subversive, and wont, come after the nouns or pronouns to which they belong. The words testate, intestate, solvent, and insolvent, in probate notices, follow the nouns or pronouns which they describe. *Like* is an adjective when it means *similar* or *equal*.

Examples.—The governor *elect* is in town. The mob were not aware of their strength. The measures adopted, are repugnant to the principles of justice. Some scholars are averse to study. Our friend died, intestate. His estate being pronounced insolvent, an administrator was appointed. Thomas, who is very useful, is kind to poor people. *He* is not ashamed to own, that *he* is sometimes indebted to *them*. The woman, that we saw, is very amiable. They all had liberty to go, we only being excepted. The children being pleased with their studies, the task was more easy. Who is like unto the Lord in glory? Laxity and neglect are subversive of all good government. Do thou be watchful.

Questions.—What adjectives come after the noun or pronoun to which they belong? What words in probate notices follow the words which they describe? The meaning of *Probate*? *Testate*? *Intestate*? *Solvent*? *Insolvent*? What does *like* mean when an adjective? What is the position of *elect*? To what does it belong? What part of speech is *aware*? What does *like* mean, which occurs in the parsing examples?

LESSON LXXXII.

ELLIPSIS, OR OMISSION OF WORDS.

767. Ellipsis denotes the omission of words, which must be supplied in parsing. The words thus omitted, are said to be *understood*. Words spoken, written, or printed, are said to be expressed.

Note I. Sentences not elliptical, are said to be *plenary* or *full*; sentences elliptical, are said to be *implenary* or *not full*. *Plenary* is derived from the Latin word *plenus*, which means *full*.

768. The verb, either principal or auxiliary, is sometimes understood. In answer to questions, both are frequently understood.

769. A verb is frequently understood after *as* and *than*. The word *than* is a conjunction.

FORM OF PARSING.

Sister is a common noun, third person, singular number, in the nominative case and governs *is*, *understood*. Rule I. *He* is a personal pronoun, third person, singular number, nominative case; and governs *will stay*, *stay* being *understood*. *We* governs *were*, *understood*. The ellipsis is, *were there*.

a Perfect participle of *affray*.

Verb understood after THAN or AS.

Examples.—Ann is a better reader than her sister. Flattering friends are worse than open enemies. Gold is more valuable than silver. Nathan is more studious than Charles. James is taller than Joseph. Peter is older than Samuel. Stephen is as industrious as his father. Wisdom is of more value than wealth. Isaac is as exemplary (a) as his brother. What stronger breastplate than a heart untainted? More true joy Marcellus exiled feels, than Cæsar with a Senate at his heels.—*Pope*. They know how to write as well as he; but he understands grammar better than they. You should have considered, that he has not had so good an opportunity, as (b) you. Nothing ever affected him so much, as this misconduct of his friend.

II.

Principal verb understood. (c.)

I shall not stay; but he will. They will not go, shall you? He has been invited; has she? He may be persuaded; I shall not, I cannot. Ellen obeyed me; but you did not. The truant did not improve his time, when he could. Albert has not recited; has Lucian? Joseph will not purchase the book; but William will. You may go; but she must not.

III.

Verb understood which answers the question.

Who were there? *We*. Who educates you? My father. Who feel a deep solicitude for your welfare? My parents. To whom are you under the greatest obligations? To God. To whom next? To my parents. To whom next? To my teachers. What is gratitude? Thankfulness to benefactors for favors received. What ranks among the most delightful emotions of the heart? Gratitude. What does a want of gratitude indicate? A want of moral principle. What book contains the moral duties of life? The Bible. What useful book can be studied profitably for mental improvement? Watts on the Mind. Who ought to be highly esteemed? The faithful minister of the gospel. Whom ought we to love? All men. Whom should we worship? God.

770. The auxiliary *may* is frequently used at the beginning of sentences with a meaning similar to the third person imperative. This auxiliary is sometimes understood. See 754.

Ellipsis of auxiliaries.

IV.

The Lord my pasture shall prepare,
And feed me with a shepherd's care;
His presence shall my wants supply,
And guard me with a watchful eye;
My noon day walks he shall attend,
And all my midnight hours defend.—*Addison*.
Why should gold man's feeble mind decoy,
And innocence thus die by doom severe?—*Beattie*.

^a Pro. Egz/5m-pla-re.

^b See 622, also, the ellipsis in 727.

^c The scholar is requested to read each example aloud, supplying the ellipsis

Moses can read, write, parse, and cipher. I could see, feel, taste, and smell the rose. John will study his lesson, and recite it. He must go and see his brother. He might have gone and seen him. The boy would not whisper, nor play.

V.

Ellipsis of verbs.

All nature is but art, unknown to thee ;
 All chance, direction, which thou canst not see ;
 All discord, harmony not understood ;
 All partial evil, universal good.—*Pope*.

LESSON LXXXIII.

771. "When the nominatives are connected by *but*, the verb usually agrees with the nominative which precedes the conjunction ; and that which follows the conjunction, governs a verb understood."

NOTE 1. The words *as*, *but*, and *than*, are usually followed by a noun or pronoun in the same case that the noun or pronoun is, which precedes them.

Ellipsis of words after BUT.

FORM OF PARSING.

I.

Briers and *thorns* govern the verb *grew* understood, according to 771. *For* is a conjunction. *Alike*, an adverb.

Examples.—How frequently has experience shown, that where roses were supposed to bloom, nothing but *briers* and *thorns* grew ! No sign shall be given to them, but the sign of the prophet Jonah.

Who but Rumor, who but only I,
 Make fearful musters, and prepared defence !—*Shakspeare*.
For who but he that arched the skies,
 And pours the day-spring's living flood,
 Wondrous *alike* in all he tries,
 Could rear the daisy's purple bud ?—*Dr. Good*.

II.

No man hath ascended to heaven, but he (hath ascended to heaven) that came down from heaven.—*John*, 3, 13. There is one God ; and there is none other (God) but he —*Mark* 12, 32. There is none (person) justified, but he that is in measure sanctified.—*Penington*. There is none (person) but he alone.—*Perkins' Theology*. No individual was knowing to the facts but he (was knowing to them.) Nobody should be sad, but I.—*Shakspeare*. Who 'knows, but he whose hand the lightning forms ?—*Pope*.

III. FORM OF PARSING.

All is an adjective, and belongs to things understood. The second *all* is a repetition of the first. *Philomel* and *I* govern *lie* understood.

Night shades the groves, and *all* (things) in silence lie,
All but the mournful *Philomel* and I.—*Pope*.
 Who can chain the immortal mind ?
 None but He, who spans the pole.—*Montgomery*.
 All (the men) but *Plato* gazed with joy.—*Whitehead*.

No man deserves the name of Christian, but he who adheres to his principles amidst the unbelieving,† the intolerant,‡ and the depraved.‡—*Channing*.

772. Some grammarians consider *but* a preposition when it signifies exception; but this is not in accordance with good usage. A rule is good for nothing, unless it will answer in all cases where it has a similar construction. Conjunctions usually connect words that are in the same case. This is invariably true with regard to the conjunction *but*. When *but* connects words in the objective case,—as, ‘I saw no person, but him,’ the writer will be likely to make no mistake with regard to its use; *him* is in the objective case, connected by *but* to person, and is governed by the active verb *saw*. In supplying the ellipsis, it reads, I saw no person, but *I saw* him. The word *him* will be in the same case, if *but* is considered a preposition. Such expressions as ‘nobody saw him but us,’—‘no one was present but him,’ frequently disfigure the writings of authors, that use *but* as a preposition. The sentences should be written, ‘nobody saw him but we,’—‘no one was present but he.’ Parse *but* a conjunction in both constructions, and errors of this kind will seldom occur. Similarity of meaning is not always a proof of similarity of construction. Charity shines like the sun in the firmament. Charity shines as the sun does in the firmament. *Like* and *as* have a similar meaning, but a different construction. *Like* is followed by a word in the objective case; and *as*, by a word in the nominative case. This demonstrates plainly that different forms of analysis are often necessary to illustrate the construction of words of synonymous import.

IV.

Examples.—A man may deceive his neighbor, but not his God.—*Hedge*. No person but *Susan** was there. I saw no person but her. Nothing but true religion can secure happiness in death. Without these qualities, thou canst be connected with none (persons) but trembling slaves, and base flatterers.—*Fenelon*. Of these vast possessions, he reserved nothing for himself, but an annual pension of a hundred thousand crowns.—*Dr. Robertson*. In whom but thee, can I repose my trust?—*Condor*. Whom have I in heaven but thee!—*Ps.* 73, 25. None (persons) but concealed pretenders in public business hold any other language.—*Burke*. Who is a liar but he that denieth that Jesus is the Christ?—*1 John*, 2, 22. Heaven from all creatures hides the book of fate;

All [n]but the page prescribed, their present state.—*Pope*.

773. When *but* follows a neuter verb preceded and followed by the same case, the better way of parsing is to supply the negative before *but*, and connect the following noun by *but* to the negative supplied; as, He is *but* a man. He is *nothing* but a man. Connect man by *but* to *nothing*, in the *nominative after is*.

† Persons understood. (See 438 and 434.) Or, a substitute for unbelieving persons, &c.

* *Susan* governs *was*, understood, by 771.

n *All* is an adjective and belongs to book. *Page* is connected by *but* to book, and is governed by *hides*.

V.

Man, in his highest earthly glory, is but a reed floating on the stream of time.

His heraldry is but a broken bow ;

His history, but a tale of wrong and wo.—*C. Sprague.*

The sun is but a spark of fire.—*Montgomery.* Time is but a meteor's glare.—*Marsden.* What are our joys but dreams ? And what our hopes but goodly shadows in the summer cloud ?—*White.*

'Twas but the whirlwind of his breath ;

'Twas but the rolling of his car ;

'Twas but the terror of his eye.—*Campbell.*

774. The word *but*, by omitting to supply the ellipsis before it, has in many instances acquired the adverbial meaning of *only* ; it is often used with its true meaning, which is that of *except* or *unless* ; as, ' Reason itself but (only) gives it edge and power.'—*Pope.* Reason itself (*does nothing*) but (*except it*) gives it edge and power. ' Man, but (except) for this, no action could attend.—*Id.* He hath not grieved me, but (except) in part. In the modern sense of *only*, *but* requires the omission of the preceding negative, and the foregoing sentence appropriately reads, ' He hath grieved me but (only) in part.'—2 *Cor.* 2, 5.

775. The meanings of *but*, when exception is denoted, have been already exemplified ; it is used in another sense as a conjunction, meaning *add*, *supply*, or *superadd* ; as, *Dixi* resides at *Gilford*, *but* *Alpheus* resides at *Hanover.* ' *But*, in such sentences expresses contrast ; and, most generally, opposition of meaning.

776. When a negative sentence expressed by the adverb *not* is contrasted with an affirmative one, the verb agrees with the affirmative nominative, and is understood to the other ; as, ' *Modest pretensions*, not egotism, *elevate* a man's character.'

777. When the negation is expressed by *no*, *none*, or *nothing*, the verb agrees with the negative nominative, and is understood to the other according to 771 ; as, ' *None* but thou can sympathize with him.'

Nature its mother, habit is its nurse ;

Wit, spirits, faculties, but make it worse.—*Pope.*

The law, not I, condemns your brother.—*Shakespeare.* I, not he, was doomed to be a slave. Virtue, not rolling suns, the mind matures.—*Sk. Bk.* Good order in our affairs, and not mean savings, produces great profits.—*Murray.* Not obstreperousness, but sound arguments produce conviction. Not decision of character, but a want of it, was his ruin. True merit, and not wealth, commands esteem. The flock, and not the fleece, is the object of the faithful shepherd's care.

Not rural sights alone, but rural sounds

Exhilarate the spirit.—*Cowper.*

Questions.—When the nominatives are connected by *but*, with what does the verb agree ? What does the nominative govern which follows the conjunction ? Repeat Note I ? How do you parse *briers* and *thorns* ? For ? Alike ? How is the first *all* parsed in III ? The second *all* ? To what then does it belong ? What verb do *Philomel* and I govern ? What verb does *Plato* govern understood ? What do some grammarians consider *but* ? Is this in accordance with good usage ? When is a rule good for nothing ? What cases does *but* connect ? In what case will no mistake arise, whether *but* is considered a conjunction or preposi-

sion? Name the example which illustrates this position? What examples are named to show the evils arising from parsing but a preposition? How should they be corrected? What case is connected by but when these mistakes are liable to occur, the nominative or objective case? What may prevent the occurrence of these errors? Is similarity of meaning always a proof of similarity of construction? What illustrations are given? What do these show? What verb does Susan govern? In the sentence, Heaven from, &c., how is *all* parsed? *Page*? What is said about parsing *but*, when it follows a neuter verb preceded and followed by the same case? How is man parsed in the sentence, "he is but a man?" What is said of *but* in 774? What meaning is given to *but* in the first examples? What is the omission of the negative in the sentence, "He hath not grieved me, but in part?" What meanings has *but*, when it does not denote exception? What does *but* in such sentences express? What is said in 776? With what does the verb agree when a negative is expressed by *no*, *nons*, or *nothing*? By what note? 777.

LESSON LXXXIV.

Ellipsis after SAVING, SAVE, and AS WELL AS.

778. When the nominative case follows *saving*, *save*, or *as well as*, it generally governs the verb understood, and the nominative in the first member of the sentence governs the verb expressed.

FORM OF PARSING.

We is in the nominative case and governs *were* understood. The ellipsis is, *individuals were*. *Save* is a verb, in the imperative mode, agreeing with *we*, *thou*, *ye*, or *you* understood; and governs the whole sentence following it.

I.

Examples.—There was no stranger with us in the house, *save we* two.—*I Kings*, 3, 18. No man knoweth the Son, but the Father; neither knoweth any man the Father, *save the son*, and he to whom the Son will reveal him.—*Matt.* 11, 27. No man hath seen the Father, *save he* that is of God.—*John* 6, 46. All men cannot receive this saying, *save they* to whom it is given.—*Matth.* 19, 11. That no man might buy or sell, *save he* that had the mark, or the number of his name.—*Rev.* 13, 17.

II.

Saving is an active participle, and refers to *we* understood in the nominative absolute by 746. A pronoun in the nominative absolute is sometimes understood. *Saving* governs the sentence which follows.

The name written no man knoweth, *saving (a) he* that receiveth it.—When goods are increased, they increase that eat them; and what good is there to the owners, *saving the beholding of them* with their eyes? No leper was cleansed, *saving Naaman the Syrian*.—*Bible*.

III.

AS WELL AS.

The man as well as poet, is in fault.—*Pope*. Veracity, as well as justice, is to be our rule of life.—*Butler*. Thy man servant and thy maid servant may rest, as well as thou.—*Bible*. Reason, as well as revelation, proves the existence of a God. Common sense, as well as accomplished manners, enhances a man's usefulness. The purchaser, as well as the seller, becomes responsible.

a Saving is equivalent to the Subjunctive present,—if *we save*.

Questions.—What verb does the nominative govern, when it follows *saving*, *save*, or *as well as*? What verb does the nominative in the first member of the sentence govern? How is *we* parsed? What is the ellipsis? How is *save* parsed? What does it govern? Supply the ellipsis of the remaining sentences? How is *saving* parsed? What does *saving* govern? *He*? To what is *saving* equivalent?

LESSON LXXXV.

779. "When a verb is preceded by two or more nominatives, connected by the conjunction *or*, or *nor*, it agrees with the *nearest* nominative, and the other nominatives respectively govern a verb *understood*, in such person and number as the case may require."

NOTE I. A verb agrees with two or more singular nominatives preceded by the adjective *no* in the singular number, referring to each distributively.

FORM OF PARSING.

He governs *was understood*. Supply the ellipsis, and the sentence reads, 'Neither *he was present*, nor were they present.

I.

Examples.—Neither *he* nor they were present. Are they or I expected there? Were the maps or the globe injured by the accident? Neither the captain nor the sailors were saved.—*Murray*. Neither Frederick nor you were there. No earthquake, no tornado, no pestilence has desolated or afflicted our dwellings.—*J. Q. Adams*.

Not thou nor they shall search the thoughts that roll

Up in the close recesses of my soul.—*Pope*.

780. The personal pronouns which designate the speaker, should be mentioned last according to the rules of propriety, except in the confession of faults; they should then be mentioned first.

II.

● **Examples.**—Neither he nor I was there. Neither Henry nor I can go. Will they, or shall I accompany you? One or two books were needed. Neither you nor I am interested. Please to dismiss James and me? Emily and I will go. I and Samuel did the mischief.

781. The particle *as* often elegantly begins a sentence, when the noun following it agrees in case with a subsequent noun or pronoun, and when that noun or pronoun is in the *nominative* case.

Poet agrees in case with *he*. See 696, last clause.

III.

Examples.—*As a poet*, he holds a high rank.—*Murray*. *As a member of the committee of safety and of foreign correspondence*, Dr. Franklin performed the most fatiguing services.—*Enc. Am.* *As a man*, Dr. Johnson was in mind, as in person, powerful and rugged. Luther was made a doctor in theology. *As such*, [a] his oath bound him, as he thought, to the fearless defence of the Ho-

• Such is a pronoun by 424 and 420.

ly Scriptures.---*Id.* As the organ of intercourse with other nations, the President is the only source from whom a knowledge of our relations with them can be conveyed to the legislative branches.—*Edward Livingston.* Christians regard the sacred volume as the nutriment on which their spiritual life and growth depend. There are three requisites to our proper enjoyment of every earthly blessing; a thankful reflection on the goodness of the giver, a deep sense of the unworthiness of the receiver, and a sober recollection of the precarious tenure by which we hold it.

Questions.—What is said of nominatives connected by *or* or *nor* in 779? Repeat Note 1? How is *as* parsed? What is the ellipsis? Should the speaker mention his *own* name first, when one or more names are connected with it? When should the words which designate the speaker be mentioned first? What is said of the particle *as* in 781? How is *poet* parsed? By what note? How is it parsed? What other method of parsing *poet*? 701. How is *such* parsed? By what note? Instead of what is it used?

LESSON LXXXVI.

THE ELLIPSIS OF THE NOMINATIVE CASE. See 767.

Examples.—Bless the Lord, O my soul! and forget not all his benefits. *Bible.* Him that is idle and mischievous, reprove sharply. Boast not thyself of to-morrow. [*b*] 'Tis Education (which) forms the common mind. *Pope.*

(The person) Who lives to nature, rarely can be poor;

Who lives to fancy, never can be rich.—*Pope.*

Who loves a garden, loves a greenhouse too.—*Cowper.*

Rise with the lark, and with the lark to bed.

The breath of night's destructive to the hue

Of every flower that blows.—*Hurd.*

Who sees and follows that great scheme the best,

Best knows the blessing, and will most be blessed. *Pope.*

782. "The pronoun objective is sometimes understood. This takes place, chiefly, in relative pronouns."

A thorough acquaintance with the principles of the fine arts, redoubles the pleasure we derive from them. *Kaimes's Elements of Criticism.*

Base envy withers at another's (person's) joy,

And hates that excellence it cannot reach.—*Thomson.*

The point of honor has been deemed of use,

To teach good manners, and to curb abuse;

Admit it true, the consequence is clear,

Our polished manners are a mask we wear.—*Cowper.*

Death darkens his eye and unplumes his wings,

Yet the sweetest song is the last (song) he sings.—*Doane.*

There is a star no gloom can shroud,

A hope no woe can sever,

A ray that through the darkest cloud

Shines smilingly forever.—*Alonzo Lewis.*

Whom the Lord loveth, he correcteth. If we examined our

b To belongs to *morroto*, and is probably the Greek article of the neuter gender, meaning *this* or *this*.

motives keenly, we should frequently blush at the praises our actions receive.

Questions.—What is said of the nominative in 767? What of the particle *to* in the word *to-morrow*? Of what is *'Tis* a contraction? What is said of the pronoun objective? In what does this chiefly take place?

LESSON LXXXVII.

783. "A conjunction is sometimes understood"

Fortune is connected by *and* understood to health, and is governed by *to*.

Examples.—A life of pleasure and dissipation, is an enemy to health, fortune, and character. Self conceit, * presumption, and obstinacy, blast the prospect of many † a rising youth. Memory is that faculty of the mind which receives ideas presented to the understanding, retains them, and exhibits them again. *Enc. Am.* A regular, gradual, systematic development of the mental faculties in education, is as necessary for the health of the mind, or mental vigor, as a seasonable digestion of food is for bodily health. The distinctness of our motives, the correctness of our judgments, and the improvement of all our intellectual powers, depend in a great degree on the habitual exercise of attention. *Hedge.*

Knowledge in general‡ expands the mind, exalts the faculties, refines the taste of pleasure, and opens innumerable sources of intellectual enjoyment.—*Robert Hall.* Dr. Franklin's venerable age, his simplicity of manners, his scientific reputation, the ease, gayety, and richness of his conversation,---all|| contributed to render him an object of admiration to courtiers, fashionable ladies, and savants.¶ *Enc. Am.*

Questions.—What is sometimes understood? How is *many* parsed? To what may it then belong? What is *in general*? By what note? What is *all*? To what does it belong? What is *savants*? What does it mean?

LESSON LXXXVIII.

784. A preposition is frequently understood.

785. Nouns of *time* and *distance* are frequently governed by a preposition understood. Time *how long*, is governed by *during* or *for*; time *when*, by *at* or *on*. See 633.

I.

I will wait (during) two years. Charles was silent an hour. James rode (through) forty miles, (on) that day. (a) He saw my brother last evening. John resided four years at Hanover. James Monroe was President eight years. Edwin visited his friends once a year. The horse ran a mile. George studies twelve hours every day. Joseph returned last Wednesday. The event transpired

* Pro. kōn-seet'.

† *Many* is a distributive adjective when followed by the article *a*, and may then belong to a singular noun.

‡ *In general* is an adverbial phrase. See 596..

|| *All* is an adjective, comprehending all the preceding particulars.

¶ French word,—learned persons.

a Or, James rode *through* the distance of 40 miles; as in Murray's Grammar, under Rule II. *Remark.*—The Latin preposition *per* is improperly used before nouns of value; as, Tea sells at fifty cents *per* lb.,—for fifty cents a lb.

twenty years ago.(b) The child slept all night. Peter walked four miles an hour.

786. "In a sentence containing a word in the *comparative* degree, the preposition *by* is frequently understood."

II.

Julia is four years younger than I. He is three inches taller than you. You are a great deal too dear in your price. You ought to fall, at least, twenty dollars.(c) William should be a little more attentive to his studies. Susan gave a dollar too much for her gown.

III.

Ellipsis of prepositions before nouns of space, direction or extension.

The rule is a foot long.(d) Samuel rode that way. The room was six feet square. The Atlantic ocean is three thousand miles wide. The wall is four feet high and two feet wide. Henry is sixty years old.(e) The wharf is twelve feet high.(f)

IV.

Prepositions understood before nouns of price or value.

This book is (of the) worth [g] (of) a dollar. His estate is worth a thousand dollars. The cloth was valued at four dollars (for) a yard. The merchant sells calico at twenty-five cents a yard; he sells gingham at forty cents a yard. If your arguments produce no conviction, they are worth nothing to me.—*Beattie*. That praise is worth nothing of which the price is unknown.—*Dr. Johnson*.

787. "After *like*, (h) *near*, and *nigh*, the preposition *to* is usually understood." The use of *unto* instead of *to*, has become obsolete. "The *until* and *unto* are now almost always, and the *upon* very often, contracted into *till*, and *to*, and *on*."—*Campbell's Rhet.*

NOTE I. Grammarians consider *like* an adverb, when it expresses manner; but, as it usually means *similar*, it may even then be considered an adjective belonging to the noun *manner* understood; as, He lives (in a manner) *like* (similar to) a king.

V.

Examples.—The poor mariner appears to be near (to) his end. What is so much like (to) death, as sleep? "Reason is like the sun of which the light is constant, uniform, and lasting. Fancy, a meteor of bright but transitory lustre, irregular in its motion, and delusive in its direction."—*Dr. Johnson*. Extended empire, like expanded gold, exchanges solid strength for feeble splendor. Curiosity, like all other desires, produces pain, as well as pleasure. *Id.* Moses spake with them in the plains of Moab near Jericho. Manna was like coriander seed, white; and the taste of it was like

b In the phrase ten years ago, or ten years of age, *at* may be understood. *Ago* may belong to years, or qualify transpired.

c You are too dear, i. e. *dearer* than you ought to be. You ought to fall lower, by 20 dollars. d The rule is long through the space or distance of a foot. e Henry is old through or to 60 years. f The wharf is high to 12 feet. g See 630.

A The same may be said of the compounds of *like*.

water made with honey. Surely his salvation is nigh them that fear him. Evil was near them. His countenance was like the countenance of an angel. God exalteth by his power; who teacheth like him?—*Bible*. His residence is near the city.

VI.

Ellipsis of the preposition before the word home. (j)

Silas will be (at his) home next February. Paul came (to his) home last June. Thomas returned home last night. Daniel had arrived home before him. Noah will return home to-morrow. (k)

788. Active verbs of giving, building, sending, asking, teaching, showing, denying, granting, allowing, buying, procuring, bringing, making, and some others, are frequently followed by two objectives with an ellipsis of the preposition *to*, *for*, or *of* before one of them.

VII.

Forgive (to) me my sin. (l) I will ask (of) you one question. The carpenters built (for) him a house. Give me that book. Send me a letter. Please to buy me a knife. The instructor teaches me grammar. Josiah asked me my opinion. Bring me my satchel. Show me your lesson. Grant me my request. Allow him his account. Make him a coat. Procure me some books. Do not deny him that favor. Father will buy me a new dictionary. Mother bought me (m) a handkerchief. My son, give me thy heart.

Questions.—A preposition is what? 784. By what are nouns of time and distance frequently governed? Time *how long* is governed by what? Time *when*? What is said in 633? What ellipsis is supplied in the first reference? What in reference b? How is *ago* parsed? What of reference c? What of reference d? Reference e? Reference f? To what note are you referred by reference g? What ellipsis before and after worth? What is understood after *like*, *near*, and *nigh*? What remark in reference h? What is said of *unto*? What does Mr. Campbell say of *unto*, *until*, and *upon*? What is said about *like* in Note I? The meaning of *home*? By what is *to-morrow* governed? By what note? What rule in 788? What direction in reference m? Why does *give* agree with *thou* understood, rather than with *ye* or *you*?

LESSON LXXXIX.

789. Some verbs are followed by nouns which are not of synonymous meaning with the verbs themselves; but which seem to be the *result* of the action of the verb. We can devise no better way to parse such nouns than to consider them in the objective case, and governed by the verbs which they follow.

I.

Examples.—The book cost (to) me a dollar. A bushel of wheat weighs fifty pounds. Her lips blush deeper sweets.—*Thomson*. Jacob ascended a flight of stairs. We descended one hundred and six stone steps.—*Silliman*. Rivers run portable gold. The crisped brook ran nectar. The rich trees of the groves wept odorous gums and balms.—*Dr. Webster*. Her very (a) eyes weep blood.—*R. Blair*.

j Home, residence.

k Time when, gov. by *on* understood. See 785.

l "So, in Epit. His. Sac., Sec. 128. 'Tibi Deus condonat peccatum tuum.' "

m To give the scholar a correct idea of the elliptical word, read the sentence thus,—Mother bought a handkerchief me. He will readily see that *for* is understood. a An adjective.

790. Both relative and personal pronouns are some times placed before their *antecedents*, or the *nouns which they represent*.

II.

Examples.—*Who* late and lingering seeks thy shrine,
On *him* but seldom, power divine,
Thy spirit rests.—*Coleridge*.

Who noble ends by noble means obtains,
Like Socrates, that *man* is great indeed.—*Pope*.

From (the place) behind *her* secret stand,
The sly *informer* minutes every fault.—*Young*.

Hark! *they* whisper—*angels* say,

Sister spirit, come away.—*Pope*.

Whom our Creator loveth, *him* he chasteneth. *Whom*, therefore, ye ignorantly worship, *him* declare I unto you.—*Bible*.

III.

Ellipsis of the objective after prepositions. See 635 and 636.
Errors like straws upon the surface flow;
He who would search for pearls must dive below, (the surface).—*Dryden*.

The meagre fiend [*d*]
Blows mildew from between his shrivelled lips.—*Cowper*.
From before the lustre of her face

White [*e*] break the clouds away.—*Thomson*.

Lambeth is over against Westminster abbey.—*Murray*.

Beaming through the clouds of wo,

Smiles in Mercy's diadem,

On the guilty world below,

The star that rose in Bethlehem.—*Percival*.

There's [*f*] nothing bright, above, below,

From flowers that bloom, to stars that glow,

But in its light my soul can see

Some feature of thy Deity! *Moore*.

How vain are all things here below!—*Watts*.

I ask to serve thee here below,

And reign with thee above. *Newton*.

Questions.—What is said in 789? What is said of relative and personal pronouns in 790? What is the antecedent of *who* in the first example? The antecedent of *her*? What is *very* by reference *a*? What does it mean when an adjective? Does it ever qualify *verbs* when an adverb? Repeat 635? Repeat 636? How is *fiend* pronounced? How is *white* parsed? Of what is *there's* a contraction?

LESSON XC.

791. "The noun to which the adjective belongs, is sometimes understood."

792. "The letter *s* is added to the adjective *other*, when the noun to which the adjective belongs is understood and is plural." *Others* may be parsed a substitute for *other*, and the noun understood, or an adjective belonging to the noun understood.

d Pro. fiend.

e An adjective.

f A contraction for *there is*.

I.

Examples.—Few (persons) can speak better on the subject than he. This writing is not so good as that. This book is of more value than all the others. “Gravity in one part of an orbit, becomes projectile force in another.”—*Vose’s Ast.* Those only are happy whose fortune is the boundary of their desires.—*Crabb.* Neither our virtues or vices are all our own.—*Dr. Johnson.* Promoting the welfare of others, they advanced their own.

A moral, sensible, and well bred man

Will not affront me, and no other can.—*Cowper.*

793. “The noun which governs the possessive case, is sometimes understood.”

794. “The sign of the possessive case is added to the adjective *other*, when the noun to which the adjective belongs, is understood and is in the possessive case.”

795. “When an adjective precedes the preposition *of*, it belongs to the same noun understood, (usually in the singular number,) that follows the preposition in the plural.”

796. *All* frequently has a noun understood in the plural number to which it belongs; it may then be parsed as a substitute, or as an adjective belonging to *men, persons*, or *things* understood.

II.

One of the chief advantages derived by the present generation from the improvement and diffusion of philosophy, is deliverance from unnecessary terrors. *Dr. Johnson.* Which of those pens is the best? This. I have told you my opinion on one subject. You will now express yours on another. That house is my father’s. Whose pen is (*a*) this? Lemuel’s. That book is mine. Whose is the other? “Doubt is the vestibule which all must pass, before (*b*) they can enter the temple of wisdom. All who have been great and good, without Christianity, would have been much greater and better with it. If you want enemies, excel others; if you want friends, let others excel you.”—*Lacon.*

III.

All are not Israel, that are of Israel. “At length corruption, like a general flood, shall deluge all.”—*Pope.* No chronicles but theirs shall tell his mournful doom to future times.—*C. Sprague.* From her own, she learned to melt at others’ wo.—*Gray.* The first nine are called significant figures.—*B. Greenleaf.* One of these tunnels, called Raniakea, (*c*) they found to be of considerable extent.—*S. Putnam.* One of the books was lost. Envy not others’ prosperity. Another’s faults may be a mirror of our own.

Questions.—What is said in 791? When is the letter *s* added to the adjective *other*? How may *others* be parsed? What noun is supplied after *few*? Repeat 793? When is the sign of the possessive added to the adjective *other*? Repeat 795? What has *all* frequently understood? How may it then be parsed? By what noun understood is *yours* governed? Instead of what two words is *yours* used? How is *is* parsed?

(*a*) *Is* agrees with *pen* understood.

(*c*) *Pro.* Rā/nā-āh-kē/āh.

b See 634

LESSON XCI.

INFINITIVE MODE.

797. The sign *to* is omitted after *see*, *hear*, *feel*, *let*, *make*, *bid*, *have*, *need*, and *dare*.

798. The sign *to* is sometimes omitted after *behold*, *observe*, *perceive*, *watch*, *help*, *find*, and some others.

799. "When *see*, *hear*, *feel*, *let*, *make*, *bid*, and *have*, are used in the passive voice, the sign *to* is usually expressed after them; and when the verb that follows them is passive, the auxiliary *be*, as well as the sign *to*, is frequently understood." When the verbs after which the sign *to* is omitted, adopt the meaning of other verbs, that prefix is usually expressed after them.

800. *Need* and *dare*, *to challenge*, when active, are always regular in their modifications, and have the sign *to* expressed after them.

801. *Need* and *dare*, *to venture*, when neuter have no variation in the present tense; and are classed by some grammarians in the Potential mode, with the auxiliaries *may*, *can*, and *must*. When regular and active in the past and future tenses, the sign *to* is usually expressed.

FORM OF PARSING.

Shut is an irregular active verb, in the Infinitive mode, present tense, refers to him, and is governed by *bade*. Repeat Rule XVI. It is used without the sign *to* after *bade*. The sign *to* is omitted after *see*, *hear*, *feel*, *let*, *make*, *bid*, *have*, *need*, and *dare*.

I.

Examples — I *bade* (b)him *shut* the door. I felt my strength return. We heard him relate the story. We frequently see persons behave very imprudently. I should like to have you assist me. Let (we) us improve ourselves while we have opportunity; let us listen to the precepts of virtue; and let us be animated in the pursuit of useful knowledge. I hope this accident will make you do better in time to come. Nor need we wonder. I dare engage. *Pope*.

II.

I dare not confess.—*Swift*. She need dig no more.—*Addison*. A man need not be uneasy on these grounds.—*Boswell*. There need be no difficulty.—*Beddoes*, *Hygeia*. The lender need be under no fear.—*An*. He will not dare to attack his adversary. A man needs more prudence. The army needed provisions.—*Dr. Webster*. Plunging, he dared the breakers hoarse.—*Mrs. Sigourney*. The lightning was seen to flash.

Questions.—The sign *to* is omitted after what verbs? What is said in reference a? After what other verbs is the sign *to* omitted? When is the sign *to* expressed after *see*, *hear*, &c.? When is the auxiliary, as well as the sign *to*, understood? When is that prefix expressed after them? What is said of *need* and *dare* in 800? What of *need* and *dare* in 801? What in the past and future tenses? How do you pronounce b-a-d-e? How is *shut* parsed?

b Pro. bād.

WORDS HAVING A DOUBLE NATURE.

LESSON XCII.

ADJECTIVE NOUNS OR SUBSTITUTES.

802. "Adjectives are frequently used as nouns, and may be called *adjective nouns*," or Substitutes. See the notes and illustrations following Substitutes, commencing at 428.

803. When an adjective preceded by the article *the* relates to persons, it is in the plural number; and is a substitute for the adjective and the noun *persons* understood; as, '*The sincere* are always esteemed.' Omit the article *the* and supply the noun *persons*, and the meaning is precisely the same; as, *Sincere persons* are always esteemed. For substitutes preceded by the article *the* which are in the singular number, see 434.

804. *All*, when used as a noun, is in the singular number; and has the meaning of *the whole*, or *every thing*.

805. Participles possessing the nature of adjectives, are used as substitutes in the plural number; as, *the slain, the wounded*. See 803.

I.

Examples.—The good will be rewarded. The ungrateful evince a want of moral refinement. The intemperate are objects of our commiseration. The righteous are the salt of the earth. The charitable and the benevolent view things in their true light. God resisteth the proud, but giveth grace to the humble. The rich and the poor meet together. Depart from evil and do good. Requite good for evil. All (*a*) is not right. The good of the land of Egypt is yours. (*b*)—*Bible*. To you, my worthy benefactors, am I indebted, under Providence, for all I enjoy.

II.

No man can serve two masters; for either he will hate the one (*c*) and love the other; (*c*) or else (*d*) he will hold to the one and despise the other.—*Matt.* 6, 24. Remorse for the past, (*e*) throws my thoughts on the future. (*e*) Worse dread of the future strikes it back on the past.—*Young*. The good that men do, is often interred with their bones. The slain were interred. The wounded were conveyed to the hospital. The deserving command respect. "A parent divides his property among his children, and gives to each his due share." *Crabb*. The prejudiced are unhappy.

"The learned, (*f*) full of inward pride,

The fops of outward show deride."—*Gay*.

Questions.—Repeat 802? To what notes are you referred? What is said of an adjective preceded by the article *the*? For what is it a substitute? What words mean the same as *the sincere*? Of what number is *all*, when used as a noun? What meaning has it? How are participles used? 805. How is *all* parsed?

a All is used as a noun, meaning *every thing*.

b *Yours* is a substitute for *your property*.

c *The one* is a substitute for *one master*; other belongs to master understood.

d Else, a connective adverb,—means "if not."

e The past is a substitute in the singular for *past time*; *the future*, for *future time*.

f *The learned*, a substitute for *learned persons*.

What does it mean? For what is yours a substitute? *The one*? To what does *other* belong? What is *else*? What does it mean? For what is *the past* a substitute? *The future*? In what number? *The learned*? In what number?

LESSON XCIII.

PARTICIPIAL NOUNS.

806. "A participle is frequently used as a noun, and may be called a participial noun."

807. A participle ending with *ing*, having an article before it, and the preposition *of* after it, becomes a noun. This kind of participial nouns, and those of permanent use, such as *reading* and *learning*, are parsed like other common nouns in the third person, singular number. Some of the latter class admit the plural form; as, Meetings are frequently held.

I.

FORM OF PARSING.

Meeting is a participial noun, third person, singular number, is the nominative after *is*, or agrees in case with *confluence*.

Examples.—*Confluence* is the *meeting* of two rivers, or the place where they meet. A tumor is a swelling, (*a*) or morbid enlargement of any part of the body.—*Crabb*. Learning is an ornament to youth. Well directed reading invigorates the mind. Claphering is a useful exercise. Printing is a valuable invention. Neat and legible writing indicates a refined taste. Poverty turns our thoughts too much upon the supplying of our wants; and riches, upon the enjoying of our superfluities. "The stone used for lithographic drawing is a sort of calcareous slate, composed of the carbonate of lime with a small portion of iron."—*Marshall S. Perry*.

II.

808. The present and compound perfect participles of active, passive, and neuter verbs, are used as nouns both in the nominative and objective cases; and govern nouns or pronouns in the possessive case. Participial nouns of this class are parsed both as participles and as nouns; are used without articles or adjectives, and those of active verbs govern the objective case.

FORM OF PARSING.

Promoting is a *participial (b)* noun. As a *participle*, it is active, in the present tense, and refers to *he*. Participles refer to nouns. As a noun, it is of the third person, singular number, in the objective case; and is governed by the preposition *by*. Prepositions govern the objective case. *Opposing* refers to *our*. *Holding* refers to *our* or *their*, understood.

Examples.—By *promoting* the welfare of others, he gained *their* esteem. Sometimes timidity and false shame prevent our *opposing* vicious customs. Next week is the time for *holding* the annual meeting. I am weary of doing nothing. He ran a great risk of being disappointed. Men's continuing in sin is the cause of their destruction. The time of William's entering on business soon arrived.

* *Swelling* is a participial noun of permanent use. Participial nouns of this class may have adjectives or articles belonging to them, or they may be used without them, like other nouns.

‡ Pronounced par-tis-sip'pē-əl.

III.

Barbarous nations are not well acquainted with the art of tilling the ground.—*Woodbridge*. You can never make your son, or your pupil a scholar, by drawing his diagrams, measuring his angles, finding out his equations, and translating his Majora.—*Humphrey*. After crossing the river, the arched way is continued a quarter of a mile.—*Silliman*. Give order to my servants, that they take no note of our being absent.—*Shakspeare*. He was displeased with the king's having disposed of the office, or with his having bestowed it upon a worthless man.—*Henry, Hist. Brit.*

IV.

The chancellor's being attached to the king secured his crown. The general's having failed in this enterprise occasioned his disgrace. Many a sentence is miserably mangled, and the force of emphasis totally lost, by divisions' (c) being made in the wrong place.—*Murray*. This same gospel is capable of breaking every chain of oppression.—*Beecher*.

The vulgar thus through imitation err ;
As oft the learned by being singular ;
So much they scorn the crowd, that if the throng
By chance go right, they purposely go wrong.—*Pope*.

Questions.—What is a participle used as a noun called? What is said of a participle ending with *ing*? How are this kind and those of permanent use parsed? Do some of the latter class admit the plural form? Name an example? How is *meeting* parsed? What kind of participial noun is *swelling*? What is said in reference (a) of participial nouns of this class? What in the first sentence of 808? How are participial nouns of this class parsed? How are they used? What case do those of active verbs govern? How is *promoting* parsed? What pronunciation in reference (b)? To what does *opposing* refer? *Holding*? What is said in reference (c)?

LESSON XCIV.

VERBAL NOUNS.

809. "The Infinitive mode used as a noun, is called a *verbal* (a) noun."

810. Verbal nouns frequently have adjectives belonging to them; as, '*To see is desirable*.'

811. "A verbal noun, when parsed as a verb, is not governed; and the noun or pronoun to which it *refers*, is commonly understood." An adjective is sometimes joined to the verbal noun; as, '*To be blind* is calamitous. *Blind* may belong to *person* or *us* understood; as, '*For us* or *for a person* to be blind is calamitous. *Calamitous* belongs to the verbal noun *to be*, and not to the phrase *to be blind*,—in the same manner that an adjective belongs to the leading noun in the sentence, and not to its associated adjunct;—and on the same principle that the verb agrees with that leading noun, and not with its adjunct; as, '*A man of regular habits is*

c "Before participial nouns, as in this and the three preceding examples, the sign of the possessive case is often improperly omitted."

a *Verbal*, belonging to a verb,—the adjective of the word *verb*, and the adopted adjective of the noun *word*, being derived from the Latin *verbalis*,—from *verbum*, meaning *word*. A verbal criticism is a criticism respecting the meaning and use of words.

prosperous. *Prosperous* belongs to man; *is* also agrees with man, and not with the phrase *a man of regular habits*, because it is the noun *man* that determines whether *is* or *are* should be used, and not the adjunct *of regular habits*. The adjunct *of regular habits* modifies the meaning of the noun *man* in the same manner that an adverb does the meaning of a verb. Adjectives following the variation of the verb *to be*, belong to the noun or pronoun with which the verb agrees.

FORM OF PARSING.

To see is a verbal noun. As a verb, it is active, in the Infinitive mode, present tense, and refers to *us* or *persons* understood. *For a person* or *for us* to see the sun is pleasant. Infinitives refer to nouns. As a noun, it is of the third person, singular number, in the nominative case, and governs *is*, by Rule I. *Is* agrees with *to see*, as a noun; and *pleasant* belongs to the verbal noun *to see*. *Christian* is in the objective case after *to be*, or agrees in case with *person understood*. For a person to be a Christian is honorable.

I.

Examples.—*To see* the sun is pleasant. To be a Christian is honorable. To die is the inevitable lot of man. To steal is sinful. To envy is malicious. To calumniate is detestable. To slander discloses the effusions of a depraved heart. "To be a foreigner was always in England a reason of dislike."—*Dr. Johnson*. To be prejudiced is always to be weak. *Id.* To be a coward is disgraceful.—*Dr. Webster*. To remember past pain, is pleasant. To read well, is a valuable attainment. To rise early is conducive to health. To have conquered himself was his highest praise. To enjoy is to obey.—*Pope*. To be presumptuous now, is not the probable way to be safe hereafter.

II.

812. Verbal nouns are frequently the objects of active verbs; as, 'Idle scholars *like to play*;' that is, idle scholars *like play*. *To play* refers to scholars, and is governed by *like*. Active verbs govern the objective case.

Examples.—Good scholars love to learn. Joseph desires to be remembered by you. Your son likes to whisper. Deborah wishes to improve her time. Cease to do evil. Learn to do well. I omitted to call on my friend. I prefer to ride. Lemuel refuses to go. Teach *me (b)* to study. Grammar teaches us to write correctly. They have to work for a livelihood.

III.

Verbal nouns governed by the preposition (c) ABOUT. See 637.

The ship is *about to sail*. I was about to write.—*Rev.* 10, 4 The missionaries are about to depart. The professor is about to commence his lectures. Paul was about to open his mouth.

b *Me* is governed by *to* understood. *To study* is a verbal noun,—the object of *teach*.

c "Prepositions frequently govern verbal nouns in French, Greek, and Hebrew;" the preposition *for* governs them in some instances in the present version of the Bible. See Matt. xi, 8. 9. John x. 10.

IV.

Verbal nouns connected by AND. See 714.

To fear God and to keep his commandments, is (d) the whole duty of man. To glorify God, to celebrate his praises, and to enjoy his presence, should be the delight of rational and intelligent beings. To relieve the distressed, and to do good, is Charles's highest enjoyment.

813. "The pronoun *it* frequently relates to a following verbal noun."

FORM OF PARSING.

It is a personal pronoun, third person, singular number, in the nominative case, and governs *was* by Rule I. *It* relates to the following verbal noun *to suffer*. *To suffer* great calamities *was* their lot. Repeat 813.

To suffer is a verbal noun. As a verb, it is active, in the infinitive mode, present tense, and refers to *them* understood. *For them* to suffer *was* their lot. Infinitives refer to nouns. As a noun, it is of the third person, singular number, in the nominative case, and agrees in case with *it*. Nouns signifying the same thing agree in case. When the inceptive pronoun *it* is used, the verbal, or sentential noun, must agree in case with *it*, or *it* must be considered redundant. In the latter case, the verbal or sentential noun will supply its place.

V.

Examples.—*It was* their lot, *to suffer* great calamities. *It* is our duty, patiently and quietly to submit to our lot. *It* is very difficult, to reconcile his conduct with his profession. *It* would have given me great satisfaction, to have relieved him from that distressed situation. "It is the duty of the civil magistrate, to protect every individual in the undisturbed right of worshipping God as he pleases. It is the duty of the child, whenever it is by the Providence of God rendered necessary, to support his parents in their old age."—*Wayland*. How pleasant 'tis to see kindred and friends agree?—*Watts*. It is good for human nature, to know its own weakness.—*Lord Lytleton*.

'Twas impious(*e*) then, (so much was age revered,)

For youth to keep their seats, when an old man appeared.

Addison.

VI.

Verbal nouns in the objective agreeing in case with IT.

Jugurtha has put it out of my power to deserve any thing at your hands. "I find it impossible to reconcile myself to a melancholy philosophy."—*Fenelon*. Those who oppose, think it necessary to assign, at least, a reason for their opposition.—*Crabb*. Wisdom retires, said God, and counts it bravery to bear reproach.—*Pollok*.

814. Active verbs are frequently followed by an active infinitive, preceded by an objective noun or pronoun. The objective noun

d *It* agrees with the verbal nouns *to fear* and *to keep* connected by *and* by 714.

e *Credébant hoc nefas, et morte pandum,*

Si juvenis vetulo non assurrexerat.—*Juv. Sat. XIII. 54.*

or pronoun seems to be an object of the verb in the infinitive mode; and the infinitive, a verbal noun governed by the active verb; or the active voice is used for the *passive*; as, I have (*f*) a *book to sell*,—I have the *selling* of a book,—I have a book *to be sold*,—or I have a book *which I am disposed* or willing to sell.

Examples.---I have ground to plough. I have wheat to sow. Give the mendicant food to eat. Give him no money to spend. Thy friend has nothing to bestow.

Questions.—What is the infinitive mode called when used as a noun? The meaning of *verbal*? The adjective of what? The adopted adjective of what? From what derived? From what is *verbalis*? The meaning of *verbum*? What is a verbal criticism? Repeat 810? Repeat the first sentence of 811? What is sometimes joined to a verbal noun? To what does *blind* belong? *Calamitous*? What illustration is named? Why does *is* agree with *man*? Which is the adjunct? How does it modify the meaning of its noun? What is said of adjectives following the variations of the verb *to be*? How is *to see* parsed? *Is*? *Pleasant*? *Christian*? Repeat 812? How can you prove *to play* to be the objective of like? How is *to play* parsed? How is *me* parsed in reference *b*? *To study*? What is said in reference *c*? Repeat 637? How is *is* parsed in reference *d*? By what note? Repeat it? Repeat 813? How is *it* parsed? How is *to suffer* parsed? What is said of the inceptive pronoun *it*? What in the latter case will supply its place? How is *to deserve* parsed? In what case? Meaning of *inceptive*? Ans. Beginning,—that which begins or introduces a sentence. Repeat 814. The meaning of *have*.

LESSON XCV.

SENTENTIAL NOUNS.

815. "A part of a sentence used as a noun, is called a *sentential noun*." Two or more words may be called a *noun* or *substantive* phrase.

816. "Sentential nouns are frequently in the objective case, and governed by active verbs."

817. "Sentential nouns frequently begin with the conjunction *that*."

818. Sentential nouns sometimes have *adjectives* belonging to them.

FORM OF PARSING.

That children should obey their parents, is a sentential noun, third person, singular number, nominative case; and governs *is*. The nominative governs the verb. *Right* is an adjective, and belongs to the sentential noun, 'that children should obey their parents.' Adjectives belong to nouns. A sentential noun should first be parsed as such, and then each word separately.

1.

Examples.---*That children should obey their parents*, is *right*. That we should love our enemies, is a divine command. That one man should be punished for the crimes of another, is unjust. *Hedge*. That the projectile force was at first given by the Deity, is evident; since (*a*) a body can never put itself in motion. *Ost*

f *Have* means to possess or own.

* *Since*,—a conjunction when it means *because*.

Act. That these meetings were held on the first day of the week, is evident. That a peculiar insensibility exists to the obligations of the parental and filial relation, is, I fear, too evident to need any extended illustration.—*Wayland*. Whether they will consent to the proposal, or reject it, is not yet (*b*) known. Whether he is rich or poor, makes little difference; whether he is virtuous or vicious, is the principal thing. That mind and body often sympathize, is plain.—*Jenyns*.

II.

Sentential nouns in the objective case.

We are at liberty to say, that I *think*, or *believe* that the account is made out right; but we must say, that I *believe*, not *think*, that the Bible is the word of God. We think that we hear a noise as soon as the sound catches our attention. We imagine, (*c*) (that) (*d*) we hear noises which were never made. We suppose, that he will come to-day.—*Crabb*. To say, (that) I do not know, hurts a man's pride. Samuel says, that he is happy. He confesses that he has sinned. All know, that the road to virtue is safe. "All things which surround us, all the dying, mouldering inhabitants (*e*) of time, must have had a Creator, for the plain reason, (*f*) that they could not have created themselves."—*Greenwood*. Theorists have said, (that) knowledge and virtue are the foundations and security of republican institutions.—*Beecher*.

III.

Noun phrases.

They will sit whole days gazing at the *passers* by.—*S. G. Goodrich*. Sweet is the *coming on* of grateful evening mild.—*Milton*. If the *casting away* of them be the reconciling of the world, what shall the receiving of them be but life from the dead? *Romans*, 11, 15. A *may-be* of mercy is insufficient.—*Bridge*. Will cuts him short with a *What then?*—*Addison*.

819. The pronoun *it* frequently relates to a following sentential noun.

Direction for parsing.

The pronoun *it* relates to the following sentential noun, *that this course is wrong*. That this course is wrong, is evident. Repeat 819.

IV.

Examples.—It is evident, that this course is wrong. "Now, it is the fundamental law of our nature, that all our powers are to improve by free exertion.—*Channing*. It has already been remarked, that every man is, by the laws of his Creator, entitled to the physical results of his labour.—*Wayland*. It was excellently said of that philosopher, that there was a wall or parapet of teeth set in our mouth, to restrain the petulance of our words.—*B. Johnson*. It was my grandfather's maxim, that a young man

b Yet is an adverb. *c* The whole sentence is the objective of imagine.

d The conjunction *that* is frequently understood before sentential nouns.

e *Inhabitants* is connected by *and* understood to *things*.

f *That they could not have created themselves*, is a sentential noun, and agrees in case with *reason*.

seldom makes much money, who is out of his time before two and twenty.—*Dr. Johnson*. It is not enough that we perform duties; we must perform them at the right time. "It is abundantly proved, by the testimony of the most skilful physicians, that the use of ardent spirits is, to say the least of it, productive of no benefit to any man."—*Wayland*. It is predicted, that the knowledge of God shall cover the earth as the waters cover the sea,—that all shall know him from the greatest to the least. Theorists have taken it for granted, that knowledge and virtue are inseparable.—*Beecher*.

V.

Sentential nouns connected by or. See 717.

That a drunkard should be poor, or that a fop should be ignorant, is not strange.—*Goold Brown*. That the acquirements for character are increasing, or that more knowledge is requisite for usefulness at the present day, must be apparent to all.

Sentential nouns governed by prepositions. See 634.

Directions for parsing.

He dies, is a sentential noun, third person, singular number; and is governed by *before*. *Before he dies*, being equivalent in meaning to *before his death*; or, parse *before* a connective adverb,—as an adverb, it qualifies *dies*,—as a connective, it connects the simple sentence,—he will sway the sceptre, an absolute monarch, to the other simple sentence,—*'he dies.'* After *waiting*. Since my *arrival*. Till his *coming*.

VI.

Examples.—He will, *before he dies*, sway the sceptre, an absolute monarch. *After they had waited* a long time, they departed. I have not seen him since I arrived. I will wait till he comes. The spirit of Grecian liberty failed not, until her mothers were corrupted by the softness and vices of the East. The Romans lost not all the freedom of the old republic, until Roman matrons (*g*) had abandoned the care of their children to nurses and schoolmasters, who were Grecian slaves.—*G. B. Emerson*. They walk with growing strength, till all shall meet in heaven.—*Watts*.

Ere wit oblique had broke that steady light,

Man, like his Maker, saw that all was right.—*Pope*.

Questions.—What is a part of a sentence used as a noun called? Two or more words? Repeat 816? With what do sentential nouns frequently begin? What have they belonging to them? Repeat the form of parsing? With what does *is* agree? How is *right* parsed? What additional direction for parsing? When is *since* a conjunction? What is *yet*? What is the object of *imagine*? What is frequently understood before sentential nouns? Parse *inhabitants*? What is said in reference *f*? Repeat 819? Repeat the form of parsing before IV? By what note is V. parsed? How do you parse *he dies*? To what is *before he dies* equivalent in meaning? What other way of parsing *before*? What is equivalent to *waiting*? What to *arrival*? *Coming*?

g Pronounced mā/truns.

LESSON XCVI.

COMPOUND PRONOUNS. (h)

Read Les. XL. Learn the compound pronouns in Les. L.

FORM OF PARSING.

What is a *compound pronoun*, used instead of *that which*, including both the antecedent and the relative. Many things are not *that which* they appear to be. *The antecedent* part is a *demonstrative* pronoun, in the nominative case, and agrees in case with *things*; or is the nominative after *are*. Rule IX. *The relative* part is in the nominative case, and agrees in case with *they*; or is the nominative after *to be*. Rule IX. *Except* is an active verb, in the imperative mode.

I.

Examples.—Many things are not *what* they appear to be; and what flatters most, is often farthest from reality. "What cannot be repaired, is not to be regretted."—*Dr. Johnson*. The tender mind will abhor what is base and atrocious. What we abhor, is repugnant to our moral feelings; what we detest, contradicts our moral principle; what we abominate, does equal violence to our religious and moral sentiments; what we loath, acts upon us physically and mentally.—*Crabb*. They, who have nothing to give, can often afford relief to others by imparting what they feel. Nothing, *except* what flows from the heart, can render external manners truly pleasing. Moral and religious instruction derives its efficacy, not so much from what men are taught to know, as from what they are brought to feel. What in me is dark, illumine; what is low, raise and support.—*Milton*.

II.

Examples in which WHAT is plural.

By the beards, are meant *what (those which)* are fastened on each side of the stem, and what constitute the breadth of the feather; what we usually strip off from one side or both, when we make a pen. The separate pieces, or laminæ, of which the beard is composed, are called threads, sometimes filaments, or rays.—*Paley*. How often, in the brief period of our country's history, have the finest geniuses emerged from what, in the older countries, are called the lower classes of society?—*G. B. Emerson*. Let not what we call necessary affairs, encroach upon the time which is due to devotion.

III.

Directions for parsing.

The antecedent part of whatever or whatsoever is generally *any thing, or every thing which*, in analyzing it; and may be parsed an indefinite pronoun.

Whatever comes to a narrow extended surface, has an edge *Crabb*. A man should always be persuaded of whatever he recommends to others. *Whatever is, is right.*—*Pope*. *Whatever tends to subvert the civil government, should be deprecated.* We are

A In *J. Brown's Am. Gram.* the sentence,—*'He got what he wanted,'*—is rendered thus elliptical,—*'He got what thing; it was which he wanted.'*

next to consider in what happiness does consist.—*Paley*. I will do whatsoever thou sayest unto me. Whatsoever is under the whole heaven, is mine. Whatsoever I command thee, thou shalt speak. We will certainly do whatsoever goeth forth out of our own mouth. Whatsoever is not of faith, is sin. Whatsoever we ask of him, we receive. Thou doest faithfully whatsoever thou doest.—*Bible*.

Whatever Nature has in worth denied,
She gives in large recruits of needful pride.—*Pope*.

Examples of the Compound Pronouns WHOEVER, WHOSO, and WHOSOEVER.

FORM OF PARSING.

Whoever is a Compound Pronoun, used instead of *every person who*; the antecedent part is in the nominative case, and governs *will cease*; the relative part governs *examines*.

Examples.—Whoever *examines* his own imperfections, will cease to be fastidious. Whoever restrains humor and caprice, (a) will cease to be squeamish.—*Crabb*. Whoever borrows money, is bound in conscience to repay it.—*Paley*. Whoever is eager to find excuses for vice and folly, will find his own backwardness to practise them much diminished. Whoever cultivates in himself a proper humility, a due sense of his own faults and insufficiencies, and due respect for others, will find but small temptation to violent or unreasonable anger.—*Mrs. Chapone*. Whoever improves his time, will enjoy the rewards of industry. Whoever indulges a carping criticism, is an enemy to his own happiness. Whoever has a good command of his voice, can use it with a higher or lower, a stronger or feebler note, at pleasure.—*Porter's Anal.* Whoso loveth instruction, loveth knowledge. Whoso keepeth the fig-tree, shall eat the fruit thereof. (b) Whoso boasteth himself of a false gift, is like clouds and wind without rain. Whosoever committeth sin, is the servant of sin. Whosoever shall call on the name of the Lord, shall be saved. Whosoever is born of God, doth not commit sin. Whosoever committeth sin, transgresseth the law. Whosoever abideth in him, sinneth not; whosoever sinneth, hath not seen him. Whosoever hateth his brother, is a murderer. Whosoever believeth that Jesus is the Christ, is born of God.—*Bible*.

Whoever thinks a faultless piece to see,
Thinks what ne'er (d) was, nor is, nor e'er shall be.—*Pope*.

Questions.—What remarks on Compound Pronouns in Lesson XL? What is said of *what* in 405? What is the antecedent part called? What is said of *whatever* in 407? What of the antecedent part? What of *whatsoever* in 408? Of *whoever* in 409? Of *whoso* and *whosoever* in 410? What are the Compound Pronouns? 411. How is *what* parsed in the form of parsing? *Except*? For what is *thereof* a substitute? How are the poetic contractions *ne'er*, *e'er*, *whate'er*, and the word *ere* pronounced? What is the comma called which is placed over the word *ne'er*? What is its use? What is an *apostrophe*? How is *whoever* parsed?

a Pro. káp-pré'se!.

b Of it.

d The poetic contractions *ne'er*, *e'er*, *whate'er*, and the word *ere*, should be pronounced nă'ur, äy'ur, what'äy'ur, äy'ur.

LESSON XCVII.

EXAMPLES OF INDEFINITE PRONOUNS.

Learn from 412 to 420.

FORM OF PARSING.

Whoever is an indefinite pronoun, third person, singular number, nominative case, and governs commits. Rule I.

I.

Idleness is the abettor of every sin, *whoever* commits it; the receiver of all booty, *whoever* is the thief. Be thou propitious, *whoever* thou art. (a) *Whoever* thou art, thou shalt no longer rejoice a conqueror over me unrevenge. (b) *Whoever* thou art, who hast come to the Tyrian city, I believe thou breathest vital air not offensive to the celestials. (c) "Thou art inexcusable, O man, *whoever* thou art, that judgest."—*Rom.* 2, 1. He that troubleth you, shall bear his judgment, *whoever* he be.—*Gal.* 5, 10. I will exert my endeavors at whatever hazard, to repel the aggressor, and drag the thief to justice, *whoever* may protect them in their villany,—and *whoever* may partake of their plunder.—*Lord Pitt.*

II.

Whatever he does, or whatever he leaves undone, he does nothing for God. The wise mistress knows what (d) are and what ought to be the expenses of her family.—*G. B. Emerson.* Who can tell us who they are?—*Pope.* I know not who he is. Whatever others do, let us perform our duty. Whatever be his subject, Milton never fails to fill the imagination.—*Dr. Johnson.*

Unnumbered comforts on my soul

Thy tender care bestowed,

Before my infant heart conceived

From whom those comforts flowed.—*Addison.*

Whate'er thy lot, whoe'er thou be, confess thy folly.—*Montgomery.*

III.

FORM OF PARSING ONE. Learn 419.

One is an indefinite pronoun, used instead of the noun *person* implied, in the nominative case, and governs *is*.

Examples.—Blessed is every *one* that feareth the Lord. No *one* knoweth the son, but the Father. All the mighty *ones* of the earth, she raises from their thrones. *One* (e) shall gaze upon another (e) with astonishment. Men shall be like a frightened doe, and like sheep which no *one* collects.—*Lowth's Ty.*

One there lives, whose guardian eye

Guides our humble destiny.—*Heber.*

a *Sis felix*, — quæcunque.—*Virgil. Æn. Lib. 1. L. 330.*

b — Non me quicunque es inulto,

Victor, nec longum lætabere.—*Id. Æn. Lib. X. L. 739 and 740.*

c *Quisquis* es, haud (credo) invisus celestibus auras

Vitales carpis, Tyriam qui advenieris urbem.—*Æn. Lib. 1. L. 387—8.*

d *First what*, indefinite pronoun, nominative after *arc.* *Second what*, nominative after *to be.* *Knows* governs the following sentence.

e An adjective,—belongs to person understood.

I am the voice of one crying in the wilderness. Every one that asketh, receiveth. Every one of us shall give account of himself to God. I ceased not to warn every one night and day with tears. *Bible.*

IV.

FORM OF PARSING. Learn 417 and 418.

He is a personal pronoun, used indefinitely, meaning any male person spoken of, in the nominative case, and governs *will improve*. *She* is used indefinitely, meaning any female person spoken of.

Examples.—*He* who is careless and inattentive, will not improve. *She* that is virtuous, deserves esteem. You who came first shall be dismissed first. "He that knows not whither to go, is in no haste to move."—*Dr. Johnson*. He that is pleased with himself, easily imagines (that) he shall please others. He that is himself weary, will soon weary the public. He who desires no virtue in his companion, has no virtue in himself.—*Id.* They who know the earning of money, will be more careful in expending it. He whose house is tiled with glass, must not throw stones at his neighbor's.—*Sk. Bk.*

V.

Examples of the pronouns *this*, *that*, *former*, *latter*, *one*, *such*, *both*, and *which*. Learn 420, 421, 422, and 424.

Delicacy leans more to feeling; correctness, more to reason and judgment. The former is more the gift of nature; the latter, more the product of culture and art. Between fame and true honor, a distinction is to be made. (That) is a blnd and noisy applause; (this) a more silent and internal homage.—*Porter's Analysis*. The imagination of Homer is the most copious. That of Virgil, the most correct.—*Blair*. I have given a charge to my enrolled warriors; I have even called my strong ones to execute my wrath,—those that exult in my greatness.—*Lowth's Tr. Isa.* 13. It is difficult to form a correct idea of a desert, without having seen one.—*Belzoni*. From the Spanish turkey, which was thus spread over Europe, we have obtained our domestic one.—*Sc. Tracts*. The most acceptable sacrifice (*f*) is that of a contrite heart. The small lakes, as well as the large ones, abound in delicate fish.—*His. U. S.*

VI.

He is not a Jew, that is one outwardly. Believing others to be his enemies, he will, of course, make them such. "The pleasures of the eye and the ear, being thus elevated above those of the other external senses, acquire so much dignity as to become a laudable entertainment."—*Kaimes's El. Crit.* The countries of America are much colder than those of Europe and Africa, in the same latitudes.—*Woodbridge*. Call imperfection what thou fanciest such.—*Pope*. Small birds are much more exposed to the cold than large ones.—*Paley*.

820. "The pronoun *it*, although singular, sometimes relates to nouns of the plural number; and sometimes, al-

f Pro. sâk'krê-fize

though neuter, to nouns of the masculine or feminine gender."

821. The pronouns *it* and *which*, frequently relate to what is *implied* in some other part of speech or part of a sentence, and sometimes to the whole of a preceding sentence, or proposition.

It by 820 and 821. VII.

It (*g*) was James that told me. It was Susan that gave the medicine. It is your brothers that are expected. It is you that teach me. It is I that am taught. He so much resembled his brother, that, at first sight, I took *it* to be *him*. I know not whether Charles was the author, but I understood *it* to be *him*. *It* was neither *he* nor his *brother*. I saw my friend yesterday, *which* afforded me much pleasure. William is obedient to his teacher, *which* greatly enhances his happiness.

Questions.—Repeat the form of parsing? What words are indefinite pronouns by 412? What is said of *what* in 413? Of *whoever* in 414? Of *who* in 415? Of *whatever* in 416? How is the *first what* parsed in reference *d*? *Second what*? What is the object of *knows*? How is *one* parsed in reference *e*? *One* in the form of parsing? Repeat 417? Repeat *he* in the form of parsing? *She*? what is said in 418? What in 419? What in 420? In 422? In 424? How is *sacrifice* pronounced? What is expressed in 820? In 821? What remark in reference *g*?

LESSON XCVIII.

COMPOUND WORDS. Learn 425 and 426.

DIRECTIONS FOR PARSING.

Whatever is a *compound word*, involving the meaning of the adjective *any* and the relative pronoun *which*. The adjective part belongs to hardships, the *relative pronoun* part relates to hardships, and is governed by *to impose*, understood. *Any* hardship *which*. *Whatever* ornament,—*all the ornament which*. *The* or *those things which*. *The* mighty works *which*. *At the time when*.

Examples.—Impose on me *whatever* hardships you please.—*A. Thompson*. *Whatever* ornament the concise writer admits, is adopted for the sake of force rather than of grace. But some of them went their ways to the Pharisees, and told *what* things Jesus had done.—*John* 11, 46. He sees *what* mighty works their care engage.—*Hoole's Tasso*. *Whatever* word expresses an affirmation or assertion, is a verb.—*Gould*. It was agreed that *what* goods were aboard his vessel, should be landed.—*Mickle's Dis. of India*. An author must consider *what* attention is likely to be paid to it.—*Whately*. Ye know *what* commandments we gave you by the Lord Jesus.—*Bible*. He it was whose guile

Stirred up with envy and revenge, deceived
The mother of mankind, *what* time his pride
Had cast him out of heaven with all his host
Of rebel angels.—*Milton*.

Walking they talked, and fruitlessly divined

What friend the priestess by those words designed.—*Dryden*.

g The pronouns of the first and second persons assume the place of the predicate, when the sentence is introduced by the inceptive pronoun *it*; and the relative agrees with *them* accordingly; as, 'It is I that see,'—'not sees.'

II.

What, used adverbially.

822. *What* is sometimes an adverb; and then has the meaning of *how*, *in what respect*, or *partly*.

Examples.—Though I speak, my grief is not assuaged; and though I forbear, *what* am I eased?—*Job*, 16, 6. *What* with carrying apples and fuel, he finds himself in a hurry.—*Dr. Webster*, *What* shall it profit a man, if he shall gain the whole world, and lose his own soul? *Mark*, 8, 36. The year before, he had so used the matter, that, *what* by force, *what* by policy, he had taken from the Christians above thirty small castles.—*Knolles*. *What* with bad lodging and barbarous lodging, they could hardly sleep all the time of their stay.—*Fathers of N. England*. *What* an awful effect has the dim and undefined conception of the conflict, which we gather from the opening of the first book!—*Campbell*. *What* with the roquelaure, (*m*) and *what* with the weather, it will be enough, to give your honor your death.—*Sterne*.

III.

What, an Interjection.

What! is thy servant a dog, that he should do this thing? *What!* could ye not watch with me one hour?—*Bible*. *What!* this a sleeve! 'tis like a demi-cannon. *Shakspeare*. *What!* can you lull the winged winds asleep?—*Campbell*. *What!* am I the wretch who clanks this chain?—*M. G. Lewis*. *What!* life destroy itself!—*R. H. Dana*.

Questions.—What words are used as compound words? 425. Instead of what are compound words used? Whose authority is cited for using them? What remark in 426? In analyzing, where does the noun come? Name some illustrations following 426? How is *whatever* parsed? What meaning does whatever involve before ornament? *What* before things? *What* before mighty? *What* before time? What is *what* sometimes? 822. What meanings has it when an adverb? The meaning of *what* in the sentence, 'what am I eased?' Of *what* before shall profit? How is *roquelaure* pronounced? Its meaning?

LESSON XCIX.

VERBS VARIOUSLY USED BY AUTHORS.

Drank and drunk.

823. *Drank* is used as a perfect participle in preference to *drunk*, when it means *imbibed*, *swallowed*, or *received liquor or fluid into the stomach by swallowing it*; as, Alonzo *drinks* water; water is *drank* by Alonzo. *Drunk* is properly used only in a passive sense, and when it means *intoxicated* or *inebriated*.

Illustrations. He has *drank* too much liquor, and is *drunk*.—*Temp. Al.* Pres. *drink*, Imp. *drank*, Perf. part. *drank*.—*Webster's Gram.* *Imbibed*, *drank in*.—*Ash's Dic.* Wheeling slow the vapor *drank*.—*Cowper*.

I.

Parsing examples.—No ardent spirits had been *drank* on board (of) the vessel by the officers and crew during the voyage.—*N. Y. Com. Adv.* He declared that he had not *drank* a drop since I

m Pronounced rok-ə-lo'.

met him in the street.—*Ch. Watchman.* He has drank so much and so long, that poverty begins to pinch him very closely. If ardent spirit had never been made, it would never have been drank; if it had never been drank, there would never, from its use, have been any drunkards.—*Temp. Al.* After the sage,—accused of deriding the gods of his country,—had drank the hemlock, Plato, thirsting for the highest knowledge which his times could afford, left Athens.—*Enc. Am.* He had showed himself desirous of reconciliation. *Id.* You've drank your fill. *Pope.*

He had sat in the cool of the palm's broad shade,
And drank of the fountain of Kafnah's glade. *A. Lewis.*
I have eaten the bitter herb of the rocks,
And drank the midnight dew in my locks. *Bryant.*

II.

Pope never passed a fault unamended by indifference, nor quitted it by despair. *Dr. Johnson.*

The poplars are felled, farewell to the shade,
And the whispering sound of the cool colonnade. *Cowper.*
There is a boon to mortals given, a solace as through life they wend,
To sweeten care and point to heaven; that boon,—the bosom of a friend. *A. Lewis.*

With mutual blood, the Ausonian soil is dyed. *Dryden.*

The liquid ore he drained into fit moulds prepared, from which he formed first his own tools. *Milton.*

Children, like tender oziers, take the bow,
And, as they first are fashioned, always grow. *Dryden.*
Let favor be showed to the wicked. *Isa.* 26, 10.
If parts allure thee, think how Bacon shined,
The wisest, brightest, meanest of mankind. *Pope.*
The damsel shined with charms superior. *Hoole's Tasso.*

III.

Twenty trees have fallen to the ground. Henry has been felling trees. He felled ten trees yesterday. He has felled forty to-day. "Several towns were burned."—*C. A. Goodrich.* No man, when he hath lighted a candle, covereth it with a vessel. Many good works have I showed you from my Father. Lord, they have digged down thine altars. He made a pit, and digged it. He hanged(*m*) the chief baker. They both(*n*) hanged on a tree. Judas departed, went out, and hanged himself. Moses put upon Aaron the coat, girded him with the girdle, and clothed him with the robe. Joseph dreamed a dream. Me have ye bereaved of my children. Moses hewed two tables like(*o*) the first. Peter kneeled and prayed. Their clothes waxed not old, and their feet swelled not. The bush burned with fire. Blessed be the Lord, that hath pleaded the cause of my reproach. *Bible.*

Questions.—When is *drank* a perfect participle? When is *drunk* properly used? Mention some of the examples? What authorities for using *drank*? What remark is made about *hanged* and *hung*? What is *both*? *Like*?

m *Hanged* is the form in general use. *Hung* in the sense of *suspended*, is occasionally used; as, A hat is *hung* on a nail. * An adjective.
* An adjective.

LESSON C.

MISCELLANEOUS.

To know whether *adjectives* or *adverbs* should be used.

824. "Those verbs which can be changed into the variations of the verb *be* or *become* without injuring the sense, are followed by *adjectives*, rather than by *adverbs*; as, The rose *looks* beautiful and *smells* sweet; that is,—*is* beautiful and sweet. The apple *tastes* sour,—*is* sour. The ice *feels* cold,—*is* cold. The time *draws* near,—*is* near.

825. The variations of the verb *be* generally have *adjectives* connected with them, and not *adverbs*; in some instances the same word is an *adjective*, *that* is an *adverb* when connected with an active verb.

826. An *adjective* is frequently used when it ends a sentence immediately after a neuter verb; but if additional words are subjoined, an *adverb* is more frequently used; as, 'She looks cold. She looks coldly on him.'

827. "Sometimes, a preposition and noun together have the signification of an *adjective*; and, as such, the phrase may be qualified by an *adverb*; as, *doubly in fault*,—*doubly* criminal."

828. When nouns involve the meaning of *adjectives*, they may be qualified by *adverbs*; as, *quite a youth*,—*quite* young.

829. Young grammarians should carefully attend to the definitions of the *adjective* and (of) the *adverb*; and consider whether *quality* or *manner* is indicated. In the former case, an *adjective* is proper; in the latter, an *adverb*.—Murray.

830. "Adverbs (*a*) not infrequently qualify *prepositions*; as, *far beyond*; *nearly through*; *quite above*." "Adverbs sometimes qualify articles; as, He lost *almost* a dollar.—B. Greenleaf.

831. "Some *adverbs* seem not to qualify any thing. *Namely* is a substitute for *which is*, *which are*, *which was*, or *which were*. *So* is occasionally a substitute for any word or words whatever." *Yes*, *no*, *yea*, and *nay*, are frequently substitutes for *whole sentences*, and prevent a repetition of *them* in answering questions; as, Did you see him? Yes. The word *yes* is a substitute for 'I did see him.' "In the same class, we may reckon *thereof*, *of it*; and *whereof*, *of which*, when connected in construction with a noun." *As* is an adverbial substitute for *so* or *as* and the *adverb* or *adjective* which it qualifies. *As broad as* the earth. The second *as* is a substitute for *as broad*.

832. Two parts of speech are sometimes written in one word, and may be separated in parsing; as, *something*, *nothing*, *another*. In the word *instead*, *in* is a preposition, and *stead* a noun. *Indeed* may be parsed in the same way, or as an *adverb*. *Prythee*,---improperly spelled *prythee*,---is used for the verb *pray* and the pronoun *thee*.

a 'Tam præter consuetudinem.'—Cicero.

I.

Examples.---He feels warm. He feels warmly the insult offered him. He became sincere and virtuous. He became sincerely virtuous. She lives free from care. She lives freely at another's expense. Harriet always appears neat. She dresses neatly. Charles has grown great by his wisdom. He has grown greatly in reputation. They now appear happy. They now appear *happily* (*b*) *in earnest*. The statement seems exact. The statement seems *exactly* (*c*) *in point*. That behaviour was not suitable to his station. Rules should be conformable to sense. How sweet the hay smells! The clouds look dark. How black the sky looked! The apple tastes sour. How bitter the plums tasted! *Murray's Oct. Gram. p. 95.*

II.

Authors, like coins, grow dear, as they grow old. *Pope*.
Chill fear had fettered fast my feet. *Merrick*.
Eased of her load, Subjection grows more light. *Addison*.
The throbbing heart lies still. *Carter*
Ye whom the charms of grandeur please,
Nursed on the downy lap of ease,
Fall prostrate at his throne. *Ogilvie*.

Hesperus, that led the starry host, rode brightest. *Milton*. Open thine hand wide. *Deut. 15, 17*. We could hear distinctly the bells, which sounded sweetly soft and pensive. *Chandler's Trav. Magnesia* feels smooth; calcareous earth feels dry; *lithomarga feels very greasy or at least (*d*) smooth. *Dr. Webster*. Thick and more thick, the steely circle grows. *Hoole's Tasso*.

III.

The vowel of the preceding syllable is pronounced short. *Murray's Gram*. Porcelain (*f*) clay is dull and opaque, and feels soft. Tripoli is found loose or indurated; its fracture is earthy; it feels harsh and dry; does not adhere to the tongue. *Enc. Am*. The purest clay is that (kind) which burns white. *Enc. Art. Chem*. By this substance, crystals and glasses are colored blue. *Chaptal, Trans. 299*. Our great enemy, all uncorruptible, would, on his throne, sit unpolluted. *Milton*. Ye that are near, acknowledge my might. (*e*) *Isa. 33. 13*.

IV.

There is an apple described in Bradley's work, which is said to have one side of it a sweet fruit, which boils soft; and the other side, a sour fruit, which boils hard. *Darwin, Phytol*. The following night, the moon took her station still higher, and looked brighter than before. Through the last quarter, her profile waned into a hollow shell, and she appeared more beautiful than ever. *Montgomery*.

Riches, like insects, when concealed they lie,
Wait but for wings, and in their season fly. *Pope*.

The men

Whom nature's works instruct, with God himself

b Happily sincere or zealous. *c* Exactly pertinent or appropriate. See 837.
d An adverbial phrase. See 596. (*e*) A noun; it means power.

(*f*) Pro. pôre/sâ-lâne. * Pro. lith-o-mar'-gah.

Hold converse ; grow familiar, day by day,
 With his conceptions ; act upon his plan ;
 And form to his the relish of their souls. *Akenside.*

V.

Amusement often becomes the business instead of the relaxation (*g*) of young persons ; it is then highly pernicious. If it was they who acted so ungratefully, they are doubly (*h*) in fault. They have studied almost through the lesson. The beggar is almost without a coat. He is truly a saint. He has sailed nearly round the globe. Though I am mean, yet I am not wholly *so.* (*i*) Are you satisfied ? I am so. Be not moved away from the hope of the gospel,---whereof I, Paul, am made a minister. *Bible.* They tell the man, who is miserable, that it is necessary he should be so. He is alive and well. There are three elementary forms of government ; namely, monarchy, aristocracy, and democracy.

VI.

Examples in which the appropriate adjective is liable to be misplaced.

The first three evangelists have related the appointment of the twelve apostles. *Paley.* The first four stanzas were read. The last three books are finished. By this order, the first nine rules accord with those which respect the rules of concord. *Murray's Gram.* The first six are called northern signs. *Blake's Ast.* The last six are called southern signs. *Wilbur's Ast.* The first two are the introductory parts of this concluding book. *Pope.* The first four may likewise be employed as adverbs. *Crabb.* The first five books of the Old Testament are called the pentateuch. *Dr. Webster.*

VII.

Technical words.

833. The terms which are invented and used to explain any science, are called technical terms, from the Greek word *tech'ne*, which means an *art*. Chemistry is a science ; philosophy is a science ; and grammar is a science. Carbon, oxygen, hydrogen, and nitrogen, are some of the *technical* terms used to explain the science of chemistry. The names of the parts of speech and of their modifications are *technical* terms, used to explain the science of grammar. These belong to their appropriate classes when technically applied. But when spoken of as mere words, abstractly from their technical application, they assume the character of agents or objects, and are then to be parsed as nouns. Words are thus used in forms of parsing. All the parts of speech are occasionally used as nouns.

FORM OF PARSING.

The word *by* being the subject of the verb *is*, is a noun.

Examples.—*By* is a preposition. *Dr. Webster.* *Him* is a pronoun.—*Goold Brown.* *Us* is a personal pronoun.—*Murray.* *I* stands for the name of the person who speaks.—*Gould.* *Perchance* means by chance.—*Fowle.* *Or* is a disjunctive conjunction.—*Frost.* *I* prefer *contemporary* to *cotemporary.* *Campbell's*

g Pronounced rēl-āks-ā' shun.
 criminal, by 827.

A Doubly qualifies in *fault*, which means
 i A substitute for mean.

Rhet. *Who* (*j*) is a relative pronoun.---*Alger.* *What* is indeclinable.---*Ingersoll.* *But* is a conjunction.---*Perley's Gram.* The very stones prate of my where-about.---*Shakspeare.* Let earth repeat the loud *amen*.---*Newton.* The yeas were 80. The nays 104. *Newspaper.* The *ayes* were 8. The *noes* were 3. I am the happiest *she* in Kent. *Steele.*

Philosophy! I say, and call it *he*;
For whatsoe'er the painter's fancy be,
It a male virtue seems to me. *Cowley.*

LESSON CI.

SUBJUNCTIVE MODE.

Learn 194, 195, 196, 197, 198, 199, 200, 201, 478, and 479.

834. The subjunctive form of the verb in the present tense, is to be used only when an auxiliary may be supplied; and when the verb has a *future* signification. The scholar may supply the auxiliary in parsing.

835. The indicative form of the verb is not varied by prefixing the subjunctive conjunction; those who prefer it, can parse the verbs of this form in the indicative mode; and limit the subjunctive mode to the present and imperfect tenses of the verb *to be*, and to the *present* tenses of other verbs.

836. The conjunction *if* or *though* is sometimes understood, and the verb elegantly placed before the nominative.

Declension of the verb *be* in the subjunctive form of the verb.

837.

PRESENT TENSE.

Sing.

1. If I be,
2. If thou, *or* you be,
3. If he, she, *or* it be.

Plural.

1. If we be,
2. If ye, *or* you be,
3. If they be.

IMPERFECT TENSE.

Sing.

1. If I were,
2. If thou wert, *or* you were,
3. If he were.

Plural.

1. If we were.
2. If ye, *or* you were,
3. If they were.

THE VERB WRITE.

PRESENT TENSE.

Sing.

1. If I write,
2. If thou, *or* you write,
3. If he write.

Plural.

1. If we write,
2. If ye, *or* you write,
3. If they write.

838. *Except* is generally considered a conjunction, when it means *unless*, because like *unless*, it is followed by the elliptical or subjunctive form of the verb. *Except*, however, in such cases, may be parsed a verb in the imperative mode, governing the member of the sentence which follows it.

FORM OF PARSING.

I.

Slay is an irregular active verb, in the Subjunctive mode, el-

j When other parts of speech become nouns in *forms of parsing*, the noun word may be supplied, with which they can agree in case; as, The word *who*.

liptical, or subjunctive form, present tense, third person, singular number; and agrees with *he*. Rule II. Though he *shall* slay me, yet will I trust in him. *Faster* is an adverb. *All* is an adjective.

Examples.—Though he *slay* me, yet will I trust in him. Unless he learn *faster*, he will be a poor scholar. O that his heart were tender, and susceptible of the woes of others. If he were good, he would be happy. Virtue is praised by many, and would be desired also, if *her* (*a*) worth were really known. Except ye repent, ye shall *all* likewise perish. Though he fall, he shall not utterly be cast down.—*Bible*. If this disposition were universal, the case is clear; the world would be a society of friends.—*Paley*. If it were possible, they would deceive the very elect. I will not let thee go, except thou bless me. Paul said to the centurion, Except these abide in the ship, ye cannot be saved.—*Bible*. If I hire a farm, I am entitled, without additional charge for rent, to all the advantages arising from the rise in the price of wheat, or from my own skill in agriculture. But if a mine of coal be discovered on the farm, I have no right to the benefit of working it; for I did not hire the farm for this purpose.—*Wayland*.

II.

Examples in which the conjunction is understood.

Were is elegantly used for *if* and *were*; *if* being understood.

Examples.—Were kind admonitions of friends more frequently given, the allurements to sin would be much less attractive. Should I tell you all I think, you might accuse me of severity. Were he good, he would be happy. Had I seen him, we should have closed the business. “Were we to enter into an examination of the structure and anatomy of the proboscis, we should see in it one of the most curious of all examples of animal mechanism.”—*Paley*. What visions of glory would have broken upon his mind, could he have known that he had discovered a new continent?—*W. Irving*.

Had I been born a servant, my low life

Had (*b*) steadily stood from all these miseries.—*Randolph*.

All mankind

Must have been lost, had not the Son of God

His dearest mediation thus renewed.—*Milton*.

III.

Ellipsis of the subjunctive conjunction, when the verb is connected by AND.

If they return, make fair overtures, and give indications of reformation, the public will pardon their past imperfections. Though they reject him, abuse his mercies, and despise his laws, he is still their friend. Unless this course be abandoned, and new measures be adopted, he will certainly be ruined.

Verbs following a subjunctive conjunction in the indicative mode or form.

IV.

Although he was thy friend, he did not justify thy conduct.

^a Virtue is feminine by personification.

^b Potential mode for *would have*. See 476,

Though the fact is extraordinary, (c) it certainly did happen. If thou hast promised, be faithful to thy engagements. If he does not mean what he says, he is doubly culpable. Though he excels her in knowledge, she exceeds him in virtue. Unless he manifests more sincerity, he cannot expect to merit our confidence.

V.

Examples of WERE and HAD in the Potential mode by 476.

I had not known sin, but by the law. Obedience were rebellion here.—*Cowley*. It were no longer seasonable, and would be superfluous, to recapitulate the remarkable incidents of your life. *J. Q. Adams*. Seek not temptation, which to avoid were better. *Milton*. A cymbal's sound were better than my voice.—*E. Reader*. Had there e'er been naught, naught still had been.—*Milt*.

Had the simple natives observed his sage advice,

Their wealth and fame some years ago had reached above the skies.—*Swift*.

Lord, if thou hadst been here, my brother had not died. *John* 11, 21.

Man's heart had been impenetrably sealed,

Like theirs that cleave the flood or graze the field,

Had not his Maker's all-bestowing hand

Given him a soul, and bade him understand.—*Cowper*.

"What I know not, teach thou me," should be our constant petition in all our researches.

Questions.—What does the subjunctive mode express? 194. Repeat 195? What is the indicative form of the verb 196? In what tenses is the subjunctive form of the verb used? 197. Repeat 198? Decline *be*, *am obeyed*, and *obey*, in the subjunctive mode? 199. What is expressed in 200? Decline *am, am obeyed*, and *obey* in 201? When is the imperfect tense, subjunctive form, to be used? 478. What does 'If I were known,' suppose? If I were not known? What meaning has a negative sentence? An affirmative one? What does 'If I had the money,' imply? The word *had* preceded by *if*? What meaning would the particle *not* added give it? What is expressed in 479? When is the subjunctive form of the verb in the present tense to be used? What is the scholar requested to do? Is the indicative form of the verb varied by prefixing the subjunctive conjunctions? Name the subjunctive conjunctions? What remark of preference is made? What is said of the conjunction *if*, or *though*? 836. Which is the more elegant form of expression, to have the conjunction expressed before the verb, or to have it understood with the verb before the nominative? Decline the verb *be* in the present tense? The verb *were*? The verb *writes*? How is *except* generally parsed? What other way is named? How is *slay* parsed? *Faster*? *All*? For what is *were* used? How is *had* parsed by reference *b*? How is *extraordinary* pronounced? What is said in 476 respecting *were* and *had*? Why is not *does mean*, in the sentence, 'if he does not mean what he says,' in the subjunctive mode, elliptical form?

LESSON CII.

A NEW RULE.

839. Rule XIX. A noun or pronoun following a neuter or passive participial noun, is in the nominative case absolute, when the participial noun is preceded by a noun or pronoun in the possessive case, either expressed or understood, referring to the same person or thing.

840. A noun or pronoun in the possessive case, *always* precedes the participial noun, either expressed or understood, signifying the same person or thing that the noun does, which follows it in the nominative case.

Pronounced ēks-tror'dē-nār-rē.

841. This form of expression is one of the most common idioms of the language, and in general composition cannot be well avoided. In confirmation of the statement made, various authorities are subjoined.

842. Two grammarians only, to our knowledge, have remarked on this phraseology. "Participles are sometimes preceded by a possessive case and followed by a nominative; as, 'There is no doubt of *his* being a great statesman.'" *B. Greenleaf.*

843. We sometimes find a participle that takes the same case after as before it, converted into a verbal (*a*) noun, and the latter word retained unchanged in connection with it, as, 'I have some recollection of his *father's* being a judge.' 'To prevent *its* being dry detail of terms.'—*Buck. Gould Brown.*

FORM OF PARSING.

He is a personal pronoun, third person, singular number, in the nominative case absolute by Rule XIX. It follows the participial noun *being*, and is preceded by the possessive pronoun *its*, meaning or referring to the same person by 840.

I.

Examples.—I thought it was an other person; I did not think of its being *he*. This did not prevent *John's* being acknowledged and solemnly inaugurated *Duke* of Normandy.—*Henry, Hist. Brit.* Virtue is feminine from its beauty, and *its* being the object of love.—*Murray.* I truly had no apprehension from *your* being a Grecian leader. *Dav. Tr. Virgil.* Plymouth is noted for (*b*) being the first settled town in New-England. Elba is remarkable for (*b*) being the place to which Bonaparte was banished in 1814.—*Olney.* Who then can bear the thought of (*c*) being an outcast from his presence?—*Addison.* The author may be a man of grave profession, to whom the reputation of (*c*) being a novel writer, may be prejudicial.—*Sir W. Scott.* The editor has the reputation of (*c*) being a good linguist and critic.—*Rel. Herald.* It is no condition of a word's being an adjective, that it must be placed before a noun.—*Fowle.* One of these islands is famous for (*b*) being the residence of two hermits.—*Buckminster.*

II.

Halifax had acquired the right of (*c*) being a judge.—*Dr. Johnson.* We have, each in our turns, seen our native land overrun with strangers, and our country in danger of (*b*) becoming a prey to its enemies.—*Whelpley.* Palmyra is famous for being the seat of the celebrated Zenobia and Odenatus.—*S. Putnam.* A man may possess a fine genius, without being a perfect reader.—*N. A. Review.* This is one of the clearest characteristics of its being a religion whose origin is divine. An incompatibility with the iniquitous business of the world, is far from being a defect in the Christian religion. If others have behaved improperly, let us leave them to their own folly, without becoming the victims of their caprice.—(*d*)—*Blair.*

III.

I am convinced of *your* being my friend. (*e*) His being chosen governor was an unexpected event. He felt himself happy in be-

(*a*) Called a participial noun in this grammar.

(*b*) The pronoun *its* is understood.

(*c*) *His* is understood.

d Pro. kăp-prēse/.

e Friend is in the nominative absolute by Rule XIX. *Being* refers to *your* as a participle. Some parse *your being my friend* a sentential noun, governed by the preposition *of*.

ing her friend. He was not aware of the duke's being his competitor. "I remember its being reckoned a great exploit."--*Murray*. She would show that she had justly deserved this punishment for being made the instrument, though the unwilling instrument, of the ambition of others.---*Hume*. Corsica is celebrated for being the birth-place of Napoleon Bonaparte.---*Olney*. The ancient capital is a more suitable place for carrying on the work thus begun, from the circumstance of its being a central point. *Merc. Journ.* The atrocious crime of being a young man, I shall neither attempt to palliate nor deny.--*Lord Pitt*.

Questions.—Repeat the New Rule? What always precedes a participial noun when followed by a noun or pronoun in the nominative case absolute? 840. What remark in 841? What rule and example is quoted from Mr. Greenleaf? What from Gould Brown? What is said in reference *a*? How is *he* parsed? What word is understood by reference *b*? What by reference *c*? How is *capries* pronounced? How is *friend* parsed? To what does *being* refer as a participle? How do some parse *you being my friend*?

LESSON CIII.

MISCELLANEOUS PARSING EXAMPLES.

Examples adapted to 350, 351, 352, 452, 461, 463, 518, and 565.

DIRECTIONS FOR PARSING.

Stiff-necked is a compound adjective, and is formed by uniting the adjective *stiff* to the noun *neck*, and adding the termination *ed*. *Blood-stained* is a compound adjective; or *stained* is a passive, or perfect participle, and *blood* a noun, governed by *with* understood; 'his sword *stained with blood*.' *War-denouncing* is a compound adjective; or, *denouncing* is an active participle, and *war* a noun, governed by it; 'the trumpet *denouncing war*.' *Being* refers to *my*, understood.

Examples.—Ye are a *stiff-necked* people.

He threw his *blood-stained* sword in thunder down;

And, with a withering look,

The *war-denouncing* trumpet took.—*Collins*.

Beware of men. He hath holpen his servant Israel, in remembrance of his mercy, as he spake to our fathers. The request, after some hesitation, was complied with. Man is born to trouble as the sparks fly upward. He bade her well beware. What would we have more? It is strange that she should conceal her father's being the colonel's tenant. He has imbibed that unfortunate opinion, that virtue is naturally an enemy to happiness in life. Whatsoever is easy to the organs of speech, is always grateful to the ear. I am happy to see you attend to my instructions. "Gên'ō-ā is noted for being the birth place of Columbus. Florence is noted for being the birth place of Americus Vespucius."—*Olney*. The hour of activity having passed, we are soon to sink into insensibility and sleep.—*Channing*. Its being an article in the creed of one profession, would incline another to reject it. The men who can turn the distresses of their country to their own private emolument, will reproach me with *being* its enemy. The greatest value of the mulberry tree, in the arts, consists in its being the favorite food of the silk worm.—*Lib. En. Knowledge*.

LESSON CIV.

Examples adapted to 447, 453, 476, 633, and 821.

DIRECTIONS FOR PARSING.

It relates to what is implied in the verb *been born*. *Not to have been born*, had been good for that man, by 821. *Had been* is in the pluperfect potential, used instead of *would have been*, by 476. *It would have been good* for that man, &c.

Examples.—*It had been good* for that man, if he had not been born. The book is printing. The house is building. I have not seen him since that event. I will wait until your return. The conference will be deferred till to-morrow. Many important events have transpired at intervals during your absence. "The four cardinal virtues are, prudence, fortitude, temperance, and justice." *Paley*. Gen. Washington declined being President again.—*S. G. Goodrich*. Mantua is celebrated for being the birth place of Virgil. *Olney*. He saw a vessel, in which, were all kinds of four-footed beasts. If thou art he—but oh! how fallen! They having assembled, the meeting was opened. His highest fame was his being the son of a goddess. Instead of being the father of his people, he strives to be the executioner. The difficulties I have suggested, though they may be quickly disposed of by men of superficial understanding, will not easily be passed over by those who are accustomed to close and patient investigation. Dejected Pity at his side, her soul-subduing voice applied.—*Collins*.

—All Heaven

Resounded, and had Earth been then, all Earth

Had to her centre shook.—*Milton*.

Ah! what can mortal friends avail,

When heart, and strength, and life shall fail?—*Conder*.

But what avail her unexhausted stores,

Her blooming mountains, and her sunny shores?—*Addison*.

LESSON CV.

Examples adapted to 307, 310, 620, 621, 622, 623, 624, and 646.

DIRECTIONS FOR PARSING.

Whether is a conjunction, and corresponds with *or*.

Examples.—I care not *whether* he is rich or poor. Vice recedes in the same proportion in which virtue advances. Ah! what will become of me! The more I read the book, the better I like it. I esteem him the most highly of all my friends. The more virtuous you become, the happier you will be. The day vanished from before him. *As* he dieth, *so* must we die. She is as amiable as her sister. He is both ignorant and vicious. Though he was rich, yet, for our sake, he became poor. "As the body passes slowly through infancy and childhood, *so* does the mind."—*Humphrey*. Where no wood is, there the fire goeth out.—*Bible*. Olmutz is distinguished for being the place where La Fayette was imprisoned.—*Olney*. Yet pleaded he a kind and feeling heart.—*Pollok*. Whithersoever he was borne on his horse,

thither he carried fear and terror.—*Tr. Walker's Lat. Reader.*
O unfortunate parent! (a) exclaimed Solon.—*Id.* Many perish
victims of the most horrible thirst.—*Belzoni.* Ah me! whither
shall I fly? A useful book is a desideratum.

The mountains rise like holy towers,

Where man might commune with (the) sky.—*Peabody.*

He was so fatigued, that he could scarcely move. Were he
ever so great and opulent, this conduct would debase him. The
fruits seemed harsh and ill-tasted. As virtue advances, so vice
recedes. The God of peace be with you all. Amen. *Rom.* 15, 13.
If thou couldst overtake him, he might return. I am weary of
being called Scipio's daughter. We are ready to do whatever you
shall think proper. O the madness(a) of such conduct!(b)
Scared at thy frown terrific, fly self-pleasing Folly's idle brood.
Gray.

Painful pre-eminence! (a) thyself to view

Above life's weakness,—and its comforts too.—*Pope.*

Delightful task! (a) to rear the tender thought,

To teach the young idea how to shoot,

And pour the fresh instruction o'er the mind.—*Thomson.*

'Tis heaven itself that points out an hereafter,

And intimates eternity to man.—*Addison.*

But thee or fear deters, or sloth(c) detains.—*Pope.*

Shall grief contract the largeness of that heart,

In which nor fear nor anger has a part?—*Waller.*

Nor hound nor horn the silent forest wakes.—*Hoole's Tasso.*

Would one think 'twere possible?—*Addison.* Neither genius
nor practice will always supply a hasty writer with the most ap-
propriate diction.—*Dr. Johnson.* As we treat the word of God,
so should we treat God himself.—*Payson.* When 'tis done, then
'twere well it were done quickly.—*Shakspeare.*

LESSON CVI.

RELATION OF PREPOSITIONS.

844. "Prepositions always show the relation between some other word and
the objective case which they govern. This other word may be a noun, a pro-
noun, a verb, a participle, an adjective, or an adverb."

845. The best way to determine correctly respecting the relation which pre-
positions express, is first, as nearly as possible, to ascertain their primitive mean-
ing, and the relation they bear to the words with which they are connected.
There seem to be two kinds of relation expressed by prepositions,—an *existing*
and a *connecting* relation. In the sentence, 'I will go with you,' *with* expresses
the *connecting* relation between *will go* and *you*, and the *existing* relation be-
tween *I* and *you*. The original meaning of *with* was *join*. *Will go* and *with*
involve the meaning of *accompany*, which proves the allied affinity of the *con-*
necting relation of *with* to *will go*. The *existing* relation is between things.
The verb *will accompany* comes between *I* and *you*, and expresses the *existing*
relation between us. The same relation is expressed by the verb *will go* and
the preposition *with*.

846. When the word of comes between two nouns, it expresses both the ex-

a Some grammarians parse such words as these, when in the third person,
in the nominative independent by exclamation. The first person singular fol-
lows an interjection in the objective case, governed by some word understood.
The nominative case of the second person always follows an interjection.

b "Interjections sometimes govern the objective case, either expressed or
understood." We prefer, however, to supply the ellipsis, and consider the
objective governed either by a preposition or by an active verb understood

c *Pro. sixth.*

iating and connecting relation between them. The noun and its adjunct, properly speaking, form only one name. *Of* in its primary sense, means *from*; this meaning is retained in the word *off*, which is only a different manner of spelling the same word. *Of* in common acceptation, seems to mean *originating*, *having*, *belonging to*, or *beginning*.

847. When we speak of the relation of prepositions, without designating the kind, we mean the *connecting* relation, which is the most important. When any other is intended, it will be named.

848. The *connecting* relation of prepositions is expressed between those parts of speech of which the prepositions and their objects are adjuncts, and the words which they govern; as, A studious scholar deserves the approbation of his teacher; every one of them must be censured; insects are destitute of a heart; Caleb saw a bird flying in the air, and afterwards perched upon a tree; we will converse about the matter after dinner; you will now attend to your studies; articles are placed before nouns; treat your parents with respect; I remember, with gratitude, the kindness of my friend. *Of his teacher*, is an adjunct of the noun *approbation*, and *of* shows the relation between *approbation* and *teacher*. *Of them* is an adjunct of the pronoun *one*, and *of* shows the relation between *one* and *them*. *Of a heart* is an adjunct of the adjective *destitute*, and *of* shows the relation between *destitute* and *heart*. *In the air* and *upon a tree*, are adjuncts of the participles *flying* and *perched*; *in* shows the relation between *flying* and *air*; and *upon*, between *perched* and *tree*. *About the matter* and *after dinner*, are adjuncts of the verb *converse*; *about* shows the relation between *converse* and *matter*; and *after*, between *converse* and *dinner*. As a verb may have several adjuncts, it may express several relations. *To* shows the relation between *will attend* and *studies*. *Before nouns* is an adjunct of the verb *are placed*; and *before* shows the relation between *are placed* and the word *nouns*.—*With respect* is an adjunct of the verb *treat*; and *with* shows the relation between *treat* and *respect*, as may be shown by changing the active voice into the passive; your parents are *treated with respect*. *With gratitude* is an adjunct of the verb *remember*; and, by its position, is separated from the verb. That it is an adjunct of the verb *remember*, may be demonstrated by changing the active voice into the passive; as, The kindness of my friend is *remembered with gratitude* by me. *With gratitude* has the meaning of *gratefully*, which would qualify the verb *remember*. The meaning is, I hold in grateful remembrance the kindness of my friend.

849. When a preposition precedes a relative pronoun, the scholar may omit the former part of the sentence, and change the relative into its antecedent, placing the adjunct formed by the preposition and its object immediately after the verb; as, Temperance is a reform, *in which* all should be interested. *All should be interested in a reform, or in a temperance reform.*

FORM OF PARSING.

From is a preposition, and governs *Norfolk*, and shows the relation between *went* and *Norfolk*. *For* shows the relation between *loves* and *sake*. 'Virtue is loved for its own sake by the good man.' *Against* shows the relation between *rebels* and *understandings*. *With* shows the relation between *are favored* and *which*. We are favored with many blessings. (a)

Examples.—James went *from* Norfolk to Richmond. The good man loves virtue *for* its own sake. Our passions are rebels *against* our understandings. Samuel passed through the town. The fear of punishment often deters men from guilt. Virtue dwells not on the tongue, but fixes its abode in the heart. Justice seems most agreeable to the nature of God, and mercy to that of man. You must be more attentive to your studies. He is a benefactor, to whom I am highly indebted. We ought thankfully to receive the many blessings, *with* which we are favored. He conducted himself with very great propriety. The contented mind spreads ease and cheerfulness around it. Notwithstanding all his efforts, he failed of success. Compassion is an emotion of which we should

a The preposition *for* before the objective to which a verbal noun refers, seems not to show any relation.

never be ashamed. A censorious disposition casts every character into the darkest shade it will bear. By contending about trifles, we often lose friends. God is the fountain from which all the streams of goodness flow. How greatly the kind offices of an affectionate child, gladden the heart of a parent, especially when sinking under age or infirmities!

LESSON CVII.

Examples adapted to 636, 674, 832, 863, 864, 866, and 889.

DIRECTIONS FOR PARSING.

Whatsoever is an adjective, and belongs to *light*. *King of Great Britain's* may be parsed as one word, in the possessive case, and governed by prerogative; or *king* in the possessive case, and *Great Britain* in the objective case. *It* relates to what is implied in the verb *may complain*. *Complaining* will be of no avail. *At all* is an adverbial phrase, and qualifies *no*.

Examples.—In *what light soever* we view him, his conduct will bear inspection. It is the *king of Great Britain's* prerogative. How much *soever* we may complain, *it* will be of no avail. That is the duke of Bridgewater's canal. How beautiful *soever* they appear, they have no real merit. On which side *soever* they are contemplated, they appear to advantage. I will do it for David my servant's sake. Pittacus was offered a great sum of money by the king of Lydia. Though you go, yet will I stay. If it were offered, I would accept it. Have I no interest at *all*? He would have gone with us, had he been invited. Herod put John in prison for Herodias' sake, his brother Philip's wife. The ground seemed to slide from beneath their feet. Paul departed from among them. Jacob went out from before Pharaoh. (a) She was prevailed on to relinquish her own judgment. It is better to be sometimes imposed upon, than never to trust. By being master of every subject as you proceed, you will make a speedy progress in useful knowledge. Let him who has never in his life done wrong, be allowed the privilege of remaining inexorable. (b) Blessed are ye, when men shall reproach you, and cast out your name as evil, for the Son of man's sake. "Instead of being able to give perpetuity to the golden harvest, it has, in all ages, been the most active and powerful cause of national (c) corruption and ruin."—*Beecher*.

The oak-crowned sisters and their chaste-eyed queen, Satyrs, and sylvan boys, were seen.—*Collins*.

LESSON CVIII.

Examples adapted to 712 and 714.

DIRECTIONS FOR PARSING.

Are is of the first person plural, and agrees with *he* and *I*, by Rule XII. and 712. *Are* can be proved to be of the first person by substituting *we* for *he* and *I*. *Is* agrees with the verbal nouns *to say* and *to perform*, by 714.

* Pronounced Fā'ro.

† Pro, In-ſke/-ſ-rā-bl,

‡ Pro. nūsh/ūn-ūl.

Examples.—He and I are intimate friends. Thy father and I have sought thee, sorrowing. You and he are attached to your country. To say little and to perform much, is the characteristic of a great mind. He enjoyed the pleasure of being his own teacher. America is an asylum (*a*) for the oppressed. He is conscious of having continued the same being, from the earliest period to which his memory can ascend. St. Paul is accused of being a worshipper of strange gods. The active mind of man seldom or never rests satisfied with its present condition, how prosperous soever. They found him in the temple, sitting in the midst of the doctors, both hearing them and asking them questions. Where the heart is large, however small the ability, a thousand ways of doing good will be invented.

Who wickedly is wise, or madly brave,
Is but the more a fool, the more a knave.—*Pope*.
Riches are oft by guilt or baseness earned,
Or dealt by chance to shield a lucky knave.—*Armstrong*.
Slander, that worst of poisons, ever finds
An easy entrance to ignoble minds.—*Hervey*.
Of beasts, it is confessed, the ape
Comes nearest us in human shape;
Like man, he imitates each fashion,
And malice is his ruling passion.—*Swift*.

LESSON CIX.

Examples adapted to 394 and 421. Others promiscuous.

DIRECTIONS FOR PARSING.

Such (those) persons as (who.) *That* is a demonstrative pronoun, used instead of *wealth*. *This* is a demonstrative pronoun, used instead of *poverty*. *Who* relates to *thy* for its antecedent, which may be shown by changing *thy* into *of thee*; as, 'The condition of *thee who*.' Relatives frequently relate to pronouns in the possessive case for their antecedents.

Examples.—Be ready to succor *such* persons as need thy assistance. Both *wealth* and *poverty* are temptations; *that* tends to excite pride; *this*, discontent. "How different, O Portugul, is *thy* condition, who art doomed to the perpetual torments of unsatisfied desire!"—*Dr. Johnson*. Who hath ears to hear, let him hear.—*Matt*. I think you are much above being a vain coxcomb. "Who has no inward beauty, none perceives."—*Dana*. They ought not to be allowed an oath. He had been allowed more time for study. They laugh at him for being so much a boy. "Our ignorance is far from being indifference." *Edinburgh Review*. "Water that can be drank, is very rare."—*S. G. Goodrich*. They were written for our admonition, upon whom the ends of the world are come.—*Bible*. If the Spring put forth no blossoms, in Summer, there will be no beauty, and in Autumn, no fruit. So, if youth be trifled away without improvement, manhood will be contemptible, and old age, miserable.—*Blair*

a Pronounced th-st'-lüm.

He possessed such largeness of thought, as qualified him for being a legislator.

Sound his stupendous praise, whose greater voice
Or bids you roar, or bids your roarings fall.—*Thomson*.

Be thou the first true merit to befriend ;

His praise is lost who stays till all commend.—*Pope*.

Praise ye His name, to whom alone

All homage should be given ;

Whose glory from the eternal throne

Spreads wide o'er earth and heaven.—*Mrs. Hemans*.

What guides man in his high pursuit,

Opens, illumines, cheers his way,

Discerns the immortal from the brute,

God's image from the mould of clay ?

'Tis knowledge ; knowledge to the soul

Is power, and liberty, and peace ;

And while celestial ages roll,

The joys of knowledge shall increase.

Hail to the glorious plan, that spread

The light with universal beams,

And through the human desert led

Truth's living, pure, perpetual streams.

Behold a new creation rise,

New spirit breathed into the clod,

Where'er the voice of wisdom cries,

"Man, know thyself, and fear thy God."—*Montgomery*.

LESSON CX.

850. The participle *according* frequently refers to what is implied in the preceding verb ; as, He wrote *according* to promise. He wrote,—his *writing agreeing* or *according* to his promise. *Concerning, respecting, and touching*, are considered prepositions.

Examples adapted to 349, 533, 713, 739, 740, 742, and 746.

DIRECTIONS FOR PARSING.

Admitting refers to *we* understood, which is joined with it in the nominative absolute by 746. *We* admitting, and is equivalent to the subjunctive 'though we admit.' *To form* is an active verb, in the infinitive mode, present tense, refers to *they*, and is governed by *unite*. (Repeat the Rule.) It is used instead of the indicative present, by 739. 'They so unite *that they form one whole*.' 'They unite *in that manner, in which they form one whole*.' *So* qualifies *unite* ; *so* and *as* connect *to form* to *unite* by 739. *As*, in such cases, may qualify the following infinitive. "The infinitive absolute may be parsed without telling any reference or government." *Let* agrees with *we* understood. See 756.

Examples.—*Admitting* the action to have been in every view criminal, he may have hurried into it through inadvertency and surprise. "Generally speaking, in a desert, there are few springs of water."—*Belzoni*. Contemplating his singular situation, the

following reflections naturally arise. They unite so as to *form* one whole. They are connected so intimately as to be inseparable. *Let* us live so as to meet the approbation of conscience. "Every man's performances, to be rightly estimated, must be compared to the state of the age in which he lived."—*Dr. Johnson*. He left the work unfinished. She expressed her dread of the consequences attending an enterprise so dangerous, not to say so criminal. They acted their part with such honor as to render their names illustrious. To prevent further altercation, (a) I submitted to the terms proposed. To enjoy present pleasure, he sacrificed (b) his future ease and reputation. He attends to his studies better than you do. You and I have been disappointed. "Mountains may be arranged in twelve classes, according to their height."—*Woodbridge*. I expect he will apply to his studies so as to make great improvement. He does not learn so many lessons as you do. To maintain (c) a devotional spirit, two things are especially necessary; habitually to cultivate the disposition, and habitually to avoid whatever is unfavorable to it. "Every detached object of this science,—every quadruped, bird, reptile, fish, worm, or insect, every flower,—every piece of metal, crystal, or stone, not only excites greater interest, when we have acquired, by careful investigation, a knowledge of its properties, but leads the mind forward to new subjects of curiosity."—*Lib. Ent. Knowledge*. An elevated genius, employed in little things, appears, (to use the simile of Longinus,) (d) like the sun in his evening declination.

Every muse,
And every blooming pleasure waits without.—*Thomson*.
Would I describe a preacher, such as Paul,
Were he on earth, would hear, approve, and own,
Paul should himself direct me.—*Cowper*.
Friend to my life, (which did you not prolong,
The world had wanted many an idle song.)
What drop or nostrum can this plague remove?
Or which must end me, a fool's wrath or love?
A dire dilemma! either way I'm sped;
If foes, they write, if friends, they read me dead.
Seized and tied down to judge, how wretched I!
Who can't be silent, and who will not lie.
To laugh were want of goodness and of grace,
And to be grave exceeds all power of face.—*Pope*.

LESSON CXI.

Examples adapted to 630, 795, 798, 801, and 821.

851. "The pronoun *it* is frequently used, by an irregularity of construction, without relating to any noun or part of a sentence; as, 'It is to you, that I am indebted for this privilege;' that is, to you am I indebted; or, 'It is to you to whom I am indebted.' The best method of parsing such sentences appears to be, to show how the construction may be made regular."

a Pro. ʃl-tur-kē/shun.
c Pro. mēn-tāne/.

b Pro. sūk/krs-fīzed.
d Pro. Lōn-gi/nus.

852. "When the interrogative words, *who, which, what, when, where, why, and how*, are used *indefinitely*, they usually introduce *sentential nouns*."

DIRECTIONS FOR PARSING.

'What is the time of the clock? One hour.' 'Travelling is bad.'
'Which was a mournful office.' The antecedent of *which* is implied in the verb *bore*. 'To bear the bier, or, the bearing of the bier, was a mournful office.' *Best* belongs to *friend* understood by 795.

Examples.—He will find danger and difficulty give way before him. They need not be afraid to cherish such an assurance. Take care that thou break not any of the established rules. I will help you do the work. I need not solicit him to do a kind action. He is the *best* of friends. She is not so studious as her sister. I dare not proceed so hastily, lest I should give offence. The book is worth a dollar. What o'clock is it? One. Others bore up the bier, a mournful office. Honor thy father and mother; which is the first commandment with promise. The world has nothing to bestow. A bee, among the flowers in Spring, is one of the most cheerful objects that can be looked upon. This is no argument of the grievance' not being felt. Gentleness corrects whatever is offensive in our manners. Though he did not die in a good cause, he must at least(a) have acted from a persuasion of its being so. "Some, sunk to beasts, find pleasure end in pain."—*Pope*. We need not press the form any farther than the letter of the command(b) itself presses it.—*Jacob Abbot*. Thirsty, their soul fainted in them.—*Ps. 107*. Deuteronomy signifies repetition of the law. That part of this book which mentions the death of Moses, was added by inspired penmen afterwards.—*Malcom*. Decalogue means ten commandments. Air put in motion, is called wind. A word fitly spoken is like apples of gold in pictures(c) of silver. If thine enemy be hungry, give him bread to eat; and if he be thirsty, give him water to drink.

Civil dissension is a viperous worm,
That gnaws the bowels of the commonwealth.—*Shakspeare*.
The weapon pierced(d) the unwary pagan's side,
And streaming blood his shining armor dyed.—*Hoole's Tasso*.
O reputation! dearer far than life,
Thou precious balsam,
Whose cordial drops once spilled by some rash hand,
Not all the owner's care, nor the repenting toil
Of the rude spiller, can collect.—*Sewell*.
Immodest words admit of no defence;
For want of decency is want of sense.—*Roscommon*.

LESSON CXII.

Examples in which the same word is of different parts of speech.

ABOUT.

853. *About* is either a preposition or an adverb.—He travels *about* the country. You are *about* right.

a An adverbial phrase. See 596.
c Pro. plk/chûres.

b Pro. kēm-marnd'.
d Pro. pšerst.

ALL.

854. *All* is an adjective, a noun, or an adverb. *All* is an adverb, when it means *wholly*. (See 804.)—We have not the whole, if we have not *all* the parts of which it is composed.—*Crabb*. He did *all* that was in his power to oblige his friends. Why art thou *all* abandoned to darkness and wo? The streams were murmuring *all* around me.

AS.

855. *As* is an adverb, a conjunction, or a pronoun. (a) *As* is usually an adverb of manner, corresponding with *as*, or with *so* expressed or understood. *As* is an *adverb* of time, when it means *when* or *while*; and a *conjunction*, when it means *since* or *because*. See 621, 622, 623, and 624.—*As* you appear so reluctant, I withdraw my request. I saw him *as* he passed. “Dryden wrote, *as* he tells us, with very little consideration.” The perception, *as* well *as* the senses, may be improved to our own disquiet.—*Dr. Johnson*. One day is with the Lord *as* a thousand years, and a thousand years *as* one day. *As* Paul was long preaching, Eutychus (b) sunk down with sleep. Forgive us our debts, *as* we forgive our debtors. Love one another, *as* I have loved you. *As* Christ forgave you, so also do ye.—*Bible*. Every Christian should consider religion *as* a fort, which he is called to defend. Let not thy mirth be so extravagant *as* to intoxicate thy mind, nor thy sorrow so heavy *as* to depress thy heart. We should avoid all such society and all such amusements, *as* excite tempers, which it is the daily business of a Christian to subdue, and feelings, which it is his constant duty to suppress.

ANY.

856. *Any* is an adjective or an adverb.—There is not *any* defect in religion or morality so little *as* to be of no consequence. *Any* person can reform, if he will. *Any* man can do good, who has an inclination to do it. Is he *any* better?

ALONG.

857. *Along* is an adverb or a preposition.—Alonzo passed *along* in silence. The stone rolls *along* the ground.

BOTH.

858. *Both* is an adjective, a conjunction, or a pronoun.—*Both* is a conjunction when followed by *and*.—*Both* persons witnessed the transaction. Dryden and Pope were distinguished poets; *both* excelled likewise in prose. The writings of *both* Dryden and Pope may be perused with profit. ‘They were *both* righteous.’ (c)—*Bible*.

BUT.

859. *But* is a conjunction or an adverb. It is sometimes an adverb in the sense of *only*. (See 771, 772, 773, 774, and 775.)—They demand nothing *but* their freedom. Away went Gilpin, who *but* he!—*Cowper*. Demetrius will not know what all *but* he do know.—*Shakespeare*. The power of consciousness is exercised *but* imperfectly, till the mind advances towards maturity.—*Hedge*.

Scarcely an ill to human life belongs,

But what our follies cause, or mutual wrongs.—*Jenyns*.

Solon, the sage, his progress never ceased,

But still his learning with his days increased.—*Denham*.

DOWN.

860. *Down* is a preposition, an adverb, a verb, or a noun.—They sailed *down* the stream. The watch has run *down*. *Down* with the foresail! The velvet is as soft *as down*.

EITHER.

861. *Either* is a conjunction, an adjective, or a pronoun. *Either* is a conjunction when followed by *or*.—Dryden certainly wanted the diligence of Pope. Poetry was not the sole praise of *either*.—*Dr. Johnson*. He can debate on *either* side.—*Port. Anal.* *Either* Samuel or Nathan made the mistake.

^a Or, perhaps a preposition, or an expletive. See 701 and 702.

^b Pro. yā'tā-kūn.

^c Pro. rī/chē-ūn.

ELSE.

862. *Else* is a connective adverb or an adjective.—*Else* is a connective adverb, when it means *otherwise*, or *if not*; an adjective, when it means *other*. *Else* is prefixed to the adverb *where* in the same manner that *any*, *every*, *no*, and *some* are. *Elsewhere* means *in another place*, just as *somewhere* means *in some place*.—What else (what other(*d*) thing) can satisfy the mind! The soul must be immortal; *else*, whence this longing after immortality?—*Addison*.

All creatures *else* forget their daily care,
And sleep, the common gift of nature, share.—*Dryden*.

ENOUGH.

863. *Enough* is an adjective, an adverb, or a noun.—*Enough*, when an adjective, means *sufficient*; when an adverb, *sufficiently*; when a noun, *sufficiency*.—

He has money *enough*; he has lived long *enough*; and has had *enough* of this world. Children and animals never have food *enough*, nor the miser money *enough*.

EVEN.

864. *Even* is a connective adverb, or an adjective.—She possesses an *even* temper. We ought to desire the happiness of all men, *even* of our enemies.

EXCEPT.

865. *Except* is a verb or a conjunction. *Except* is a conjunction, when it means *unless*.(*e*)—*Except* a corn of wheat fall into the ground and die, it abideth alone.—*John* 12, 24. If a wife continues in the use of her jewels till her husband's death, she shall afterwards retain them against his executors and administrators, and all other persons *except* creditors.—*Blackstone*.

FAR.

866. *Far* is either an adjective or an adverb.—He is far from home. This is *far* better than that.

FAST.

867. *Fast* is a noun, a verb, an adjective, or an adverb.—The governor has appointed a *fast*. I *fast* often. The horse runs *fast*. Take *fast* hold of instruction. Jonah was *fast* asleep.

FOR.

868. *For* is a preposition or a conjunction. *For* is a conjunction, when it means *because*.—He was elected to the office *for* life. Blessed are the poor in spirit; *for* theirs is the kingdom of heaven.—*Matt*.

HOWEVER.

869. *However* is a connective adverb, or an adverb of degree. When a connective adverb, it frequently qualifies a verb understood.—I have spent much time in examining the sentiment. My views, *however*, are not changed. If we acquire a few new ideas every day, *however* small the number, our stock of knowledge will be increased.

LIKE.

870. *Like* is an adjective, a verb, or a noun. *Like* is an adjective when it means *similar* or *equal*.—

Who is *like* thee in Israel? God exalteth by power; who teacheth *like* him? Hast thou an arm *like* God? Upon earth, there is not his *like*. In *like* manner, they sent to the king of Moab. As they did not *like* to retain God in their knowledge, God gave them over to a reprobate mind. Many other such *like* things ye do.—*Bible*. Charity, *like* the sun, brightens all its objects.(*f*)

LITTLE, LESS, AND LEAST.

871. *Little*, *less*, and *least* are adjectives or adverbs. *Little* is sometimes a noun. *Less* is an adjective, when it means smaller.—A *little* attention will rectify errors. He pays *less* attention than he did. He is *less* attentive. The *least* trifle attracts his notice. He is the *least* wor-

d So, in Latin. 'Quid aliud,' 'nihil aliud.'

e Some parse *except* a preposition.

f See Note 1, under 787.

thy. He cares *little* what he does. It would be well, if he were a *little* more cautious.

LONG.

872. *Long* is an adjective, an adverb, or a verb. When an adverb, it elliptically means a *long time*.—I have waited a *long time*. I *long* to see him. I have *long* been of this opinion.

MUCH, MORE, AND MOST.

873. *Much* and *more* are adjectives, adverbs, or nouns.—Think *much* and speak *little*. *Much* labor fatigues us. He has seen *much* of the world. James has *more* intelligence than Samuel. The *more* we have, the *more* anxious we are to accumulate. She had passed *most* of her time in application to learning. *Most* boys are fond of play. The *most* dutiful children are the happiest.

NEITHER.

874. *Neither* is a conjunction, an adjective, or a pronoun. *Neither* is a conjunction when followed by *nor*.—Neither road is passable. Emily and Sarah saw the transaction; *neither* of them recollects the circumstances. "*Neither* jealousy nor envy can dwell with the Supreme Being."—Blair.

NO.

875. *No* is either an adjective or an adverb.—I see *no* person. The sick man is *no* worse.

NOTHING.

876. *Nothing* is generally a noun,—sometimes an adverb.—Ye have continued fasting, having taken *nothing*. Perceive ye not how ye prevail *nothing*? The heir, when a child, differeth *nothing* from a servant.—Bible.

OFF.

877. *Off* is an adverb, a preposition, or an adjective.—A ship was seen *off* the coast. The gun went *off* accidentally. The *off* ox does not work well.

LESSON CXIII.

THE SAME WORD OF DIFFERENT PARTS OF SPEECH.

ONLY.

878. *Only* is either an adjective or an adverb.—He *only* is able to do it; but he is able *only*, not willing. No church communicated with me, but ye *only*. Who can forgive sins, but God *only*? None followed David, but Judah *only*. Against thee, thee *only*, have I sinned.—Bible. The governor has lost an *only* child.

PRETTY.(a)

879. *Pretty* is an adjective or an adverb.—Joseph writes *pretty* well. A woman is handsome, who has good features; and *pretty*, if, with symmetry of features, be united delicacy. We may speak of a beautiful poem, although not a beautiful tragedy; but a fine tragedy, and a *pretty* comedy. Imagery may be beautiful and fine, but seldom *pretty*.

SINCE.

880. *Since* is a preposition, an adverb, or a conjunction. *Since* is a conjunction, when it can be changed into *as*, *seeing*, or *because*. The word *seeing* is used in the Bible instead of the conjunction *since*. See 893.

I have not seen him *since* that time. *Since* we must part, let us do it peaceably. Our friendship commenced long *since*. He has not passed this way *since* yesterday. I have not seen him *since* he left the place.

STILL.

881. *Still* is an adverb, a verb, an adjective, or a conjunction. *Still* and *yet* are adverbs, when they express *time*; and conjunctions, when they correspond with *though*, expressed or understood.—

I thought so then, and I think so *still*. The mayor tried to *still* the

tumult. *Still* waters are the deepest. Though he is out of danger, *still* he is afraid.

SOMEWHAT

882. *Somewhat* is a substitute for *something*, or an adverb.—These animals do not appear to be well suited for living in the open air, especially if it be *somewhat* cool.—*Godman*. I have somewhat against thee, Simon, I have somewhat to say unto thee. Now, therefore, ease thou somewhat the grievous servitude of thy father.—*Bible*.

THAT.

883. *That* is a pronoun, an adjective, or a conjunction.—

I do not remember to have met with any saying *that* has pleased me more, than *that* of a friend's being the medicine of life. "Suppose *that* the two courses of action are presented to our choice."—*Wayland*. The evil *that* men do lives after them; the good is often interred with their bones.—*Shakspeare*.

That mind and body often sympathize,
Is plain; such is this union nature ties.—*Jennys*.
Religion! what treasure untold
Resides in *that* heavenly word!—*Cowper*.

TOO.

884. *Too* is usually an adverb of degree; it is sometimes a *connective* adverb in the sense of *also*.—My hat is *too* large. If John goes, I shall go *too*.

UP.

885. *Up* is a preposition, an adverb, or an adjective.—Get *up*. He is *up*. I walked *up* the hill. They went *up* to Jerusalem.

VERY.

886. *Very* is an adverb, or an adjective.—This is the *very* thing I want. "A city was *very* bravely defended." *Dr. Webster*. The manner in which external force acts upon the body is *very* little subject to the will. *Rambler*. Always to assent and to comply, is the *very* worst maxim we can adopt.

WELL.

887. *Well* is used as an adverb, an adjective, a noun, or as an interjection.—

Jacob said, Is he *well*? They said, He is *well*. If thou doest well, shalt thou not be accepted? If thou doest not *well*, sin lieth at the door. He hath done all things *well*. God opened her eyes, and she saw a *well* of water.—*Bible*. *Well*! I must comply with your request.

WHAT.

888. *What* is a pronoun, an adjective, an adverb, an interjection, or a compound word. See 368, 369, 370, 404, 406, 413, 425, 426, and 822.—

What have I more? What is thy request? What wilt thou do? Go, and tell John what things ye have seen.—*Bible*. What were his objections? What man presumes to deny these facts? "Whatever is left in the hands of chance, must be subject to vicissitude."—*Dr. Johnson*. Whatever purifies, fortifies the heart. Whatever useful or engaging endowments we possess, virtue is requisite, in order to their shining with proper lustre.—*Blair*. What they assert can be true in no case, cannot be true in their own. Whatever he has done, we expect him to do much more hereafter. What with hunger and what with fatigue, (b) he is completely exhausted. (c) "What! we can rise early enough for business. With what subjects of gratitude, then, does the morning furnish us? What a change does (d) the morning bring with it!"—*Channing*. Whatever may be the opinions of youth, life cannot proceed far without bringing with it many serious duties to all.—*Alison*.

What (e) though, in solemn silence, all
Move round the dark, terrestrial ball!—*Addison*.

^b Pro. fā-tēg'.

^c Pro. ēgs-hawwāt'ed.

^d Pro. duz.

^e What difference does it make though—?

What(*f*) if the foot, ordained the dust to tread,
Or hand, to toil, aspired to be the head?—*Pope*.

YET.

889. *Yet* is a conjunction or an adverb. *Yet* is an adverb when it expresses time; a conjunction, when it corresponds with *though* expressed or understood.—

Though he has been industrious, *yet* he is not wealthy. As they are *yet* inexperienced, they should run no risk.

FORASMUCH AS.

890. *Forasmuch as* is compounded of *for*, *as*, *much*, and *as*, and may be parsed a conjunction. *Forasmuch as* means *taking into consideration that, seeing, or because*.—

Pharaoh said unto Joseph, *forasmuch as* God hath showed thee all this, there is none so discreet and wise as thou art. *Forasmuch as* I know thou hast been for many years a judge unto this nation, I do the more cheerfully answer for myself.—*Bible*.

INASMUCH AS.

891. *Inasmuch as* is compounded of *in*, *as*, *much*, and *as*, and may also be parsed a conjunction. *Inasmuch as* means *seeing that, in the same proportion in which*.—

Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me. He was not worthy of death, *inasmuch as* he hated him not in time past.—*Bible*. I will ride for health, *inasmuch as* I am infirm.—*Dr. Webster*.

PROVIDED.

892. *Provided*, with the participle *being* understood, frequently refers to the following sentence which is joined with it in the nominative case absolute; as, I will go, *provided* that you will go with me. *That you will go with me being provided*, I will go.—

"*Provided* it be innocent, it does not come within the view of society."—*Wayland*. In the one case, *provided* the facts on which it is founded be sufficiently numerous, the conclusion is said to be morally certain.—*Campbell's Rhet.* I will do it, *provided(g)* you lend me some help.—*Alexander's Gram.* Neither count I my life dear to myself, "*provided(h)* that I may finish my course with joy."

SEEING.

893. *Seeing*, when it means *since*, is either a participle, referring to a pronoun understood in the nominative absolute, or a conjunction.—

Hinder me not, *seeing* the Lord hath prospered my way. Wherefore come ye to me, *seeing* ye hate me? *Seeing* then that we have such hope, we use great plainness of speech.—*Bible*.

ACCORDING AS.

894. *According* refers to what is implied in the verb which precedes it. *As* qualifies the following verb, and has *so* understood to correspond with it. *So*, however, is sometimes expressed.—

Solomon said, Thou hast showed unto thy servant David my father great mercy, *according as* he walked before thee in truth. *The showing of mercy was according, or agreeable (so) to the manner (as) in which* he walked before thee in truth.

Let thy mercy, O Lord, be upon us, *according as* we hope in thee. Distribution was made unto every man, *according as* he had need. Every man *according as* he purposeth in his heart, so let him give. Their end shall be *according* to their works.—*Bible*.

METHINKS.(i)

895. *Methinks* is used occasionally in poetry; but its use is not to be

f What would be the consequence, if—?

g The conjunction that follows *provide*, expressed or understood.

h Pourvu que j'acheve avec joie ma course.—*Dr. Webster*.

i Grammarians generally suppose *methinks* to be a corruption of *I think*; but an examination of its primitive use will lead them to entertain a different opinion.

recommended. *Methinks* is equivalent to the Latin *videtur mihi*,—it seems to me,—it appears to me,—it is evident to me. The real nominative to *thinks* is the following sentence, which may be personated by the inceptive pronoun *it*; and *me* is governed by *to* understood. Pret-erit, *methought*.—

Methinks in sable weeds I see them clothed.—*Polemathos*. *That I see them clothed in sable weeds*, seems or appears to me. *Methought I heard Horatio say*, to-morrow.—*Cotton*. *Methinks I see it now*, that one solitary, adventurous vessel, the May flower, of a forlorn hope, freighted with the prospects of a future state, and bound across the unknown sea.—*E. Everett*.

LESSON CXIV.

Promiscuous examples of the same word in different parts of speech.

He has equal knowledge, but inferior judgment. She is his inferior in sense, but his equal in prudence. Damp air is unwholesome. Guilt often casts a damp over our sprightliest hours. Soft bodies damp the sound much more than hard ones. Calm was the day, and the scene delightful. We may expect a calm after a storm. To prevent passion is easier than to calm it. "The will must be under the control of reason, or it will lead a person into every mischief."—*Crabb*. He left a will; he willed his property to his nephew. We can will what we can accomplish. We will bind thee fast.—*Bible*. We have also more right in David than ye. Shall he that hateth right, govern? They turn aside the poor from their right. How forcible are right words! The statutes of the Lord are right. Marvellous are thy works; and that my soul knoweth right well. God shall help her, and that right early.—*Id.* He served them with his utmost ability. When we do our utmost, no more is required. He rises early. Early rising is conducive to health. Yearly meetings are held in January. The society meets yearly. The monthly meetings are well attended. Temperance meetings are held monthly. Daily meditations improve the heart. Our prayers should ascend daily to the throne of grace. We can meet weekly, or hold weekly meetings. "The fortunate *perhaps* never entered Newton's mind."—*Wilbur's Ast.* These objects are now stripped of their importance, and we wonder at their ever having been the occasion of hatred and bloodshed.

At midnight, (when mankind is wrapt in peace,
And worldly fancy feeds on golden dreams,)
To give more dread to man's most dreadful hour,
At midnight, 'tis presumed this pomp will burst
From tenfold darkness, sudden as the spark
From smitten steel; from nitrous grain, the blaze.
Man, starting from his couch, shall sleep no more.
The day is broke, which never more shall close.
Above, around, beneath, amazement all.
Terror and glory joined in their extremes;
Our God in grandeur, and our world on fire.
All nature struggling in the pangs of death.
Dost thou not hear her? Dost thou not deplore

Her strong convulsions, and her final groan ?
 Where are we now ? Ah me ! the ground is gone,
 On which we stood, Lorenzo. While thou mayst,
 Provide more firm support, or sink forever.
 Where ? How ? From whence ? Vain hope ! It is too late !
 Where, where, for shelter shall the guilty fly,
 When consternation turns the good man pale ?—*Young.*

LESSON CXV.

DIRECTIONS FOR PARSING.

More than *that which* you dare tell. The word *it* refers to what is implied in the verb *to enumerate*. *To enumerate* or the *enumeration* would look as flattery looks. *To have spent* would have been happy. *During which* I have possessed my kingdom. Above the *earth* or the *sky*. This world of our *possession* or *habitation*. Than *it* is commonly imagined *that they do*. Than *they* satisfy. Than *they give*. *Almost* is an adverb, and qualifies *a*. The article *a* or *an*, having the meaning of a numeral adjective, may be qualified by an adverb. Any *part* of it. All *the individuals* of us. I bade *or said* welcome to him. So, to bid *adieu* or *farewell*. When these words stand alone, *adieu* may be governed by *bid* understood ; *welcome* may be parsed as an adjective, belonging to *you* understood ; and *farewell*, as a verb in the imperative mode.

Examples.—My fortune (for I'll mention all,

And more than you dare tell) is small.—*Cotton.*

Were I to enumerate all her virtues, it would look like flattery. Philip III., king of Spain, when he drew near the end of his days, seriously reflecting on his past life, and greatly affected with the remembrance of his misspent time, expressed his deep regret in these terms ; ' Ah ! how happy would it have been for me, had I spent in retirement these 23 years that I have possessed my kingdom ! ' He dwells *above*. He died not long before. Go on and prosper. Christ came into this world of ours. In point of happiness, all men come much nearer to equality than is commonly imagined. Such considerations rather silence than satisfy a man ; they rather give despair than consolation. He lost almost a dollar. I do not want any of it. He is displeased with all of us. I bade him welcome. Fare ye well.—*Acts* 15, 29. It is worth while, to search out the bounds between opinion and knowledge.—*Locke*. God may require importunity in prayer for our own sake, that the frequency and urgency of the petition may bring our hearts into that frame to which he will be favorable. They have great affairs to manage, intricate plans to pursue, and many enemies to encounter in the pursuit. Christianity teaches the way to future happiness. A man who desires knowledge, must be always and every where a learner. Stamens are thread-like parts.—*Mrs. Lincoln's Bot.*

Virtue only makes our bliss below ;

And all our knowledge, is ourselves to know.—*Pope.*

Methinks we see thee, (*a*) as in olden time,—

a Washington.

Simple in garb,—majestic and serene,—
 Unawed by pomp and circumstance,—in truth
 Inflexible,—and with a Spartan zeal
 Repressing Vice, and making Folly grave.—*Mrs. Sigourney.*

LESSON CXVI.

896. Words are sometimes independent by position ; that is, by their place in the sentence ; as, *Murray's Grammar*. Syntax. Young. The titles of books, subjects of discourse, and the like, may be considered independent by position, or the ellipsis may be supplied ; as, *This treatise is called Murray's Grammar*. The third part of grammar is Syntax. Written by Young.

897. The interrogative word *what* is frequently used to denote exclamation, and may then be called an exclamatory pronoun or adjective ; as, *What can be the mistake ! What higher praise !*

898. Nouns are sometimes used to explain what is implied in a part of the preceding sentence ; as, "I want a hero,—an uncommon want.—*Byron.*"

899. A noun or pronoun in the singular number frequently agrees in case with a preceding plural, referring distributively to each individual ; as, *They shall march every one on his ways.*—*Joel*, 2, 8. *Eat ye every man of his own vine.* There shall the vultures be gathered, every one with her mate.—*Bible.*

900. *One another* and *each other* are used in a similar manner, only when analyzed, each word belongs to different cases ; as, *The brothers all love one another ;* that is, one brother loves another brother. *One brother* is in the nominative case, and agrees in case with *brothers* in a distributive sense ; *another brother* is in the objective case, and is governed by *loves*. They are attached to *each other* ; that is, *each individual* is attached to the *other individual*. *Each individual* agrees in case with *they* ; *other individual* is governed by *to*. See 435, 436, and 437.

901. The word *above* is sometimes conveniently used as an adjective ; as, *The above writings*. In this sentence, 'the then ministry,' then may qualify *being* or *existing* understood. In the sentence 'he is up,' *up* is an adjective.

Examples.—What stronger demonstration of the right ?—*Young* Ho ! every one that thirsteth, come ye to the waters. Ye are alive, every one of you this day. All the kings of the nations, yea, all of them, repose in glory, each in his own place. They asked each other of their welfare. Righteousness and peace have kissed each other. The king of Israel and Jehoshaphat the king of Judah sat each on his throne. They separated the one from the other. Brethren, by love, serve one another. Ye are my disciples, if ye have love one to another. Be ye helpers one of another. Ye are one another's joy.—*Bible.* Hardly a day passes without their seeing each other. I rejoice in your success as (a) an instructor. This was my employment as a philosopher. It is our duty as Christians, to live holy lives. The then ministry supported the measure. The above remarks are applicable. "Confess your faults one to another, and pray one for another."—*Bible.* Every being, every object, every event, forms a part of it.—*Annals of Education.* Every good and every perfect gift, is

a The success of you as an instructor. *Instructor* agrees in case with *your* or, is parsed by 701.

from above. Bear ye one another's burdens. Each syllable should be spoken by itself.—*Porter's Anal.* Be of good cheer, Paul; for as thou hast testified of me at Jerusalem, so must thou bear witness also at Rome.—*Bible.*

God of the fair and open sky !
 How gloriously above us springs
 The tented dome, of heavenly blue,
 Suspended on the rainbow's rings !
 Each brilliant star, that sparkles through,
 Each gilded cloud, that wanders free
 In evening's purple radiance, gives
 The beauty of its praise to thee.
 God of the rolling orbs above !
 Thy name is written clearly bright
 In the warm day's unvarying blaze,
 Or evening's golden shower of light ;
 For every fire that fronts the sun,
 And every spark that walks alone
 Around the utmost verge of heaven,
 Was kindled at thy burning throne.—*Peabody.*

LESSON CXVII.

Examples.—When the mind compares two things in reference to each other, it performs the operation of comparing. No thought, after it has once passed the mind, could ever be recalled, were it not for the tendency of one idea to introduce another.—*Hedge.* Ungoverned passions are to the mind what winds are to the ocean ; and they often throw it into a storm.—*Payson.* Generally speaking, the heir at law is not bound by the intention of the testator.—*Paley.* I will destroy the kingdom from off the face of the earth, saving that I will not utterly destroy the house of Jacob, saith the Lord. Granting this to be true, it would help us in the species of things no farther than the tribes of animals and vegetables.—*Locke.* Why askest thou after my name, seeing it is secret ?—*Bible.* The articles of this charge, considering by whom it was brought, were not of so high a nature as might have been expected.—*Dr. Webster.* Comparing two men, in reference to a common parent, it is easy to frame the idea of brothers.—*Locke.* Prior to the discovery of the Asteroids, irregularities in the motions of the old planets led some astronomers to suppose that there must be a planet between Mars and Jupiter. The position of the line of their apses being different, their orbits intersect each other.—*Vose's Ast. Society* is bound to protect those rights of the individual which he has committed to its charge. Among these, for instance, is reputation. As the individual relinquishes the right of protecting his own reputation, as well as his property, society undertakes to protect it for him.—*Wayland.* Avarice and ambition may be justly suspected of being privy confederates with idleness.—*Dr. Johnson.* Language is only the instrument of science, and words are but the signs of ideas. As in life, so in study, it is dangerous to do more things than one at a time. Virtue may owe her panegyrics to

morality, but must derive her authority from religion. Religion and success reciprocally produce each other. Where there is emulation, there will be vanity; and where there is vanity, there will be folly.—*Dr. Johnson*. The rest of the men which were not killed by these plagues, repented not. Then had the churches rest throughout all Judea and Galilee. The remnant were slain with the sword. I will make her that halted a remnant.—*Bible*. High countries are colder than low ones.—*Hil. View*. Lithography is the art of printing or taking impressions from stone.—*Book of the Fine Arts*. I beseech you, sir, harm not yourself with your vexation.—*Shakspeare*. Elsinore is situated on the island of Zealand. It is distinguished for being the place where all foreign ships that trade to the Baltic, pay toll.—*Olney*. In my own apprehension, and in appearance to others, I was a dying man; the people heard me as such.—*Ch. Spectator*. A warranty, in law, is a promise or covenant by deed, made by the bargainer for himself and his heirs, to warrant or secure the bargainee and his heirs against all men in the enjoyment of an estate or other thing granted. A warrantee is the person to whom land or other thing is warranted.—*Dr. Webster*. A moment is the space of time which an idea occupies in passing through the mind.—*Cyclopaedia*.

LESSON CXVIII.

Go, study virtue, rugged ancient worth;
Rouse up that flame our great forefathers felt.—*Shirley*.
Every want that stimulates the breast
Becomes a source of pleasure when redressed.—*Goldsmith*.
Music has charms to soothe the savage breast.—*Congreve*.
I see the right, and I approve it too;
Condemn the wrong, and yet the wrong pursue.—*Tate*.
I thought the eternal mind had made us masters.—*Dryden*.
If to conceive how any thing can be
From shape extracted, and locality,
Is hard, what think you of the Deity!—*Jenyns*.
 Why shrinks the soul
Back on herself, and startles at destruction?
'Tis the divinity that stirs within us.—*Addison*.
'Tis an old maxim in the schools,
That vanity's the food of fools.—*Swift*.
The fop with learning at defiance,
Scoffs at the pedant and the science.—*Gay*.
I hate when vice can bolt her arguments,
And virtue has no tongue to check her pride.—*Milton*.
 The harmony of things
As well as that of sounds, from discord springs.—*Denham*.
The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, villainies, and spoils.—*Shakspeare*.
 The music
Of man's fair composition best accords
When 'tis in concert.—*Id.*

Youth is not rich, in time, it may be poor,
 Part with it, as with money, sparing.—*Young*.
 Withequal mind what happens, let us hear,
 Nor joy, nor grieve too much for things beyond our care.—*Dryden*.
 On every thorn delightful wisdom grows,
 In every stream, a sweet instruction flows.—*Young*.
 My house should no such rude disorders know,
 As from high drinking consequently flow.—*Pomfret*.
 But man we find the only creature
 Who, led by folly, combats nature ;
 Who, when she loudly cries, forbear,
 With obstinacy fixes there.—*Swift*.
 Nature to youth hot rashness doth dispense,
 But with cold prudence age doth recompense.—*Denham*.
 None better guard against a cheat,
 Than he who is a knave complete.—*Lewis*.
 The tree whose operation brings
 Knowledge of good and ill, shun thou to taste.—*Milton*.
 The muse, whose early voice taught you to sing,
 Prescribed her heights, and pruned her tender wing.—*Pope*.
 Virtue concealed within our breast
 Is inactivity at best.—*Swift*.
 No clouds, no vapors intervene.—*Dyer*.
 For numerous blessings yearly showered,
 And property with plenty crowned,
 Accept our pious praise.—*Dryden*.
 Now let us sing, " Long live the king ! and Gilpin, long live he !
 And when he next doth ride abroad, may I be there to see."—*Cow-*
 Who does the best his circumstance allows, [per
 Does well, acts nobly ; angels could do no more.—*Young*.
 Happy the man, who sees a God employed
 In all the good and ill that checker life.—*Cowper*.
 Be man's peculiar work his sole delight.—*Beattie*.
 Love would between the rich and needy stand,
 And spread heaven's bounty with an equal hand.—*Waller*.
 The conscious heart of charity would warm,
 And her wide wish benevolence dilate.—*Thomson*.
 Turn we a moment fancy's rapid flight.—*Id*.
 Truth is not local ; God alike pervades
 And fills the world of traffic and the shades.—*Cowper*.
 Great objects make
 Great minds, enlarging as their views enlarge,
 Those still more godlike, as these more divine.—*Young*.
 And what is reason ? Be she thus defined ;
 Reason is upright stature in the soul.—*Id*.
 There is a tide in the affairs of men,
 Which taken at the flood leads on to fortune.—*Shakspeare*.
 When you are tried in scandal's court,
 Stand high in honor, wealth, or wit ;
 All others who inferior sit,
 Conceive themselves in conscience bound
 To join and drag you to the ground.—*Swift*.

He that's merciful
 Unto the bad is cruel to the good.—*Randolph*.
 'Tis godlike magnanimity to keep,
 When most provoked, our reason calm and clear.—*Thomson*.
 He is a freeman whom the truth makes free,
 And all are slaves beside.—*Cowper*.
 Scarcely an ill to human life belongs,
 But what our follies cause, or mutual wrongs;
 Or if some stripes from Providence we feel,
 He strikes with pity, and but wounds to heal;
 Kindly, perhaps, sometimes afflicts us here,
 To guide our views to a sublimer sphere.—*Jenyns*.
 I would not enter on my list of friends,
 Though graced with polished manners and fine sense,
 Yet wanting sensibility, the man
 Who needlessly sets foot upon a worm.—*Cowper*.
 The seas shall waste, the skies in smoke decay,
 Rocks fall to dust, and mountains melt away;
 But fixed his word, his saving power remains,
 Thy realm forever lasts, thy own Messiah reigns.—*Pope*.

LESSON CXIX.

True modesty is a discerning grace,
 And only blushes in the proper place.—*Cowper*.
 Slander meets no regard from noble minds;
 Only the base believe what the base only utter.—*Beller*.
 The real patriot(*a*) bears his private wrongs,
 Rather than right them at the public cost.—*Beller*.
 Oh! what a tangled web we weave,
 When first we practise to deceive!—*Scott*.
 To birth or office no respect be paid,
 Let worth determine here.—*Pope*.
 Worth makes the man, and want of it the fellow.
 An honest man's the noblest work of God.—*Id*.
 Whose freedom is by sufferance, and at will
 Of a superior, he is never free.—*Cowper*.
 Loveliness needs not the aid of foreign(*b*) ornaments;
 But is, when unadorned, adorned the most.—*Thomson*.
 Remote from man, with God he passed his days,
 Prayer all his business, all his pleasure praise.—*Parnell*.
 Virtue alone ennobles human kind,
 And power should on her glorious footsteps wait.—*Wynne*.
 Give even a dunce the employment he desires,
 And he soon finds the talents it requires.—*Cowper*.
 Would you true happiness attain,
 Let honesty your passions rein;
 So live in credit and esteem,
 And the good name you lost, redeem.—*Gay*.
 Ingratitude! thou marble-hearted fiend,
 More hideous, when thou showest thee in a child,

a Pro. pā/-trō-ūt.*b* Pro. fōr/rīn.

Than the sea-monster.—*Shakspeare.*

Methought, all his senses were locked in his eye,
As jewels in crystal for some prince to buy ;
Who, tendering their own worth, from where they were glassed,
Did point you to buy them, along as you passed.
Speak, if you can. What are you ?—*Id.*

Vice oft is hid in virtue's fair disguise, (c)
And in her borrowed form escapes inquiring eyes.—*Spectator.*
The mind, impressible and soft, with ease
Imbibes and copies what she hears and sees.—*Cowper.*

Words may be counterfeit,
False coined, and current only from the tongue,
Without the mind.—*Southern.*

Methinks I see thee spruce and fine,
With coat embroidered richly shine.—*Swift.*
Reason, alas ! It does not know itself ;
But man, vain man ! would with his short-lined plummet
Fathom the vast abyss of heavenly justice.—*Dryden.*

No sound, save echo, to his voice replied.—*Hoole's Tasso.*
Nor rock nor mountain lifts its head so high.
While a crimson blush her visage dyes,
With coyness feigned, she downward bends her eyes.—*Id.*

Mercy to him that shows it, is the rule
And righteous limitation of its act,
By which heaven moves in pardoning guilty man.—*Cowper.*
In man or woman, but far most in man,
And most of all in man that ministers
And serves the altar, in my soul, I loathe
All affectation.

When little more than boy in age,
I deemed myself almost a sage ;
But now seem worthier to be styled,
For ignorance, almost a child.—*Id.*

Matter, as wise logicians say,
Cannot without a form subsist ;
And form, say I, as well as they,
Must fail, if matter brings no grist.—*Swift.*
Death only this mysterious truth unfolds,
The mighty soul how small a body holds.—*Dryden.*
Chafe not thyself about the rabble's censure ;
They blame or praise, but as one leads the other.—*Proude.*

To wilful men
The injuries that they themselves procured,
Must be their schoolmasters.—*Shakspeare.*
Give every man thine ear, but few thy voice ;
Take each man's censure, but reserve thy judgment
Neither a borrower nor a lender be ;
For loan oft loseth both itself and friend.—*Id.*

And yet, deluded man,
A scene of crude, disjointed visions passed,
And broken slumbers, rises still resolved

c Pro. diu-gyise'.

With new-flushed hopes to run the giddy round.—*Thomson*.
 From education as the leading cause,
 The public character its color draws;
 Hence the prevailing manners take their cast,
 Extravagant or sober, loose or chaste.—*Cowper*.

A MISER.

They call thee rich,—I deem thee poor,
 Since, if thou darest not use thy store,
 But savest it only for thine heirs,
 The treasure is not thine, but theirs.—*Id.*
 Rise with the lark, and with the lark to bed.
 The breath of night's destructive to the hue
 Of every flower that blows.—*Hurdis*.

The poor bird

In silent modesty the critic heard,
 And winged her peaceful flight into the air,
 O'er many and many a field and forest fair.
 Many such critics you and I have seen.

Heaven be our screen!—*Krillov*.

That day he wore a riding coat,
 But not a whit the warmer he.
 Another was on Thursday brought,
 And ere the Sabbath he had three.—*Wordsworth*.
 Daughters of telescopic ray,
 Pallas and Juno, smaller spheres,
 Are seen near Jove's imperial way,
 Tracing the heavens in destined years.—*Mangnall*.
 Every blade of grass, and every flower,
 And every bud and blossom of the spring,
 Is the memorial that nature rears
 Over a kindred grave.—*James Gray*.

LESSON CXX.

Virtue stands like the sun, and all which roll around,(a)
 Drink life, and light, and glory from her aspect.—*Byron*.
 In what rich harmony, what polished lays
 Should man address thy throne, when Nature pays
 Her wild, her tuneful tribute to the sky!
 Yes, Lord, she sings thee, but she knows not why.—*Pierpont*.
 Come, listen to his voice who died to save
 Lost man, and raise him from his moral grave;
 From darkness showed a path to heaven;
 Cried, "Rise and walk; thy sins are all forgiven."—*R. H. Dana*.

GOD.

I see thy power, eternal God!
 Engraved upon the dark blue sky;
 The trees that on the mountains nod,
 Thy name in whispers sigh.
 I view thee in the splendid arch,
 That shines upon the summer cloud;

a Pronounced kh-rownd/.

I hear the footsteps of thy march
 In the storm thunder cloud.—*Alonzo Lewis.*
 Remember thy Creator,
 While youth's fair spring is bright ;
 Before thy cares are greater,
 Before comes age's night ;
 While yet the sun shines o'er thee,
 While stars the darkness cheer ;
 While life is all before thee,
 Thy great Creator fear.—*S. F. Smith.*

When faith is firm, and conscience
 clear,
 And words of peace the spirit cheer,
 And visioned glories half appear,
 'Tis, 'tis triumph then to die.

Mrs. Barbauld.

The only amaranthine flower on earth
 Is virtue ; the only lasting treasure,
 truth.—*Cowper.*

But by your father's worth, if yours
 you rate,

Count me those only who were good
 and great.—*Pope.*

My mother ! when I learned that thou
 wast dead,

Say, wast thou conscious of the tears
 I shed ?

Hovered thy spirit o'er thy sorrowing
 son,

Wretch even then life's journey just
 begun ?

Yet, O, the thought that thou art safe !
 That thought is joy, arrive what may
 to me !—*Cowper.*

The breeze has swelled the whitening
 sail,

The blue waves curl beneath the gale,
 And, bounding with the wave and
 wind,

We leave Old England's shores be-
 hind :

Leave behind our native shore,
 Homes, and all we loved before.

Upkam.

The pilgrim fathers are at rest ;
 When Summer's throned on high,

And the world's warm breast is in ver-
 dure dressed,

Go, stand on the hill where they lie.

The earliest ray of the golden day
 On that hallowed spot is cast ;

The evening sun, as he leaves the
 world,

Looks kindly on that spot at last.

Pierpont.

Afflictions are counsellors

That feelingly persuade me what I am.
 Sweet are the uses of adversity,

Which, like the toad, ugly and ven-
 omous,

Wears yet a precious jewel in his head ;
 And this life, exempt from public
 haunt, (b)

Finds tongues in trees, books in the
 running brooks,
 Sermons in stones, and good in every
 thing.—*Shakspeare.*

SKY.

Ay, gloriously thou standest there,
 Beautiful, boundless firmament !

That, swelling wide o'er earth and air,
 And round the horizon bent,

With that bright vault and sapphire
 wall,

Dost overhang and circle all.

O ! when, amid the throng of men,
 The heart grows sick of hollow
 mirth,

How willingly we turn us, then,
 Away from this cold earth,

And look into thy azure breast,
 For seats of innocence and rest !

Bryant.

Beware of too sublime a sense
 Of your own worth and consequence ;

The man who dreams himself so great,
 And his importance of such weight,

That all around in all that's done,
 Must move and act for him alone,

We learn in school of tribulation
 The folly of his expectation.—*Cowper.*

Shall the plain ox, whose toil,

Patient, and ever ready, clothes the
 land

With all the pomp of harvest, shall he
 bleed,

And struggling groan beneath the cru-
 el hands

E'en of the clown he feeds ?—*Thomson.*

FAMILY DEVOTION.

Lo, kneeling down to heaven's eter-
 nal King,

The saint, the father, and the hus-
 band prays,

Hope springs exulting on triumphant
 wing

That thus they all shall meet in fu-
 ture days.—

There ever bask in uncreated rays,—
 No more to sigh or shed the bitter
 tear,—

Together hymning their Creator's
 praise,

In such society yet still more dear,
 While circling Time moves round in
 an eternal sphere.—*Burns.*

QUESTIONS AND ANSWERS.

- Q. Flowers, wherefore do you bloom?
 A. We strew(c) thy pathway to the tomb.
 Q. Stars, wherefore do you rise?
 A. To light thy spirit to the skies.
 Q. Fair moon, why dost thou wane?
 A. That I may wax again.(d)
 Q. O sun, what makes thy beams so bright?
 A. The Word that said,—‘Let there be light.’
 Q. Time, whither dost thou flee?
 A. I travel to eternity.(e)
 Q. Eternity, what art thou, say?
 A. I was,am,will be evermore,to-day.
 Q. Nature, whence sprung thy glorious frame?

- A. My Maker called me, and I came.
 Q. Winds, whence and whither do ye blow?
 A. Thou must be born again to know.
 Q. Ocean,(f) what rules thy swell and fall?
 A. The might of Him who ruleth all.
 Q. Planets, what guides you in your course?
 A. Unseen, unfelt, unfailing force.
 Q. O life! what is thy breath?
 A. A vapor, vanishing in death.
 Q. O death! where ends thy strife?
 A. In everlasting life.
 Q. O grave! where is thy victory?
 A. Ask him who rose again for me.

Montgomery.

LESSON CXXI.

The coxcomb's course were gay and clever,
 Would health and money last forever,
 Did conscience never break the charm.
 Nor fear of future worlds alarm.
 But O, since youth and years decay,
 And life's vain follies fleet away,
 Since age has no respect for beaux,
 And death the gaudy scene must close,
 Happy the man, whose early bloom
 Provides for endless years to come;
 That learning seeks, whose useful gain
 Repays the course of studious pain,
 Whose fame the thankful age shall raise,
 And future times repeat its praise;
 Attains that heartfelt peace of mind,
 To all the peace of heaven resigned,
 Which calms in youth, the blast of rage,
 Adds sweetest hope to sinking age,
 With valued youth, prolongs the breath,
 And gives a placid smile to death.

Trumbull.

THE PAPER KITE.

Once on a time, a paper kite
 Was mounted to a wondrous height,
 Where, giddy with its elevation,
 It thus expressed self admiration.
 ‘See how yon crowds of gazing people
 Admire my flight above the steeple;
 How would they wonder if they knew
 All that a kite like me can do!
 Were I but free, I'd take a flight,
 And pierce the clouds beyond their sight;
 But O! like a poor prisoner bound,
 My string confines me near the ground.
 I'd brave the eagle's towering wing,
 Might I but fly without a string.’

It tugged and pulled, while thus it spoke,
 To break the string,—at last it broke.
 Deprived at once of all its stay,
 In vain it tried to soar away;
 Unable its own weight to bear,
 It fluttered downward through the air;
 Unable its own course to guide,
 The wind soon plunged it in the tide.
 Ah! foolish kite, thou hast no wing;
 How couldst thou fly without a string!
 My heart replied, O Lord, I see
 How much this kite resembles me;
 Forgetful that by thee I stand,
 Impatient of thy ruling hand,
 How oft my foolish heart inclines
 T' oppose that lot which heaven assigns!
 How oft indulged a vain desire,
 For something higher, or something
 higher!
 And but for grace and love divine,
 A fall more dreadful had been mine.

Newton.

One part, one little part, we dimly scan,
 Through the dark medium of life's feverish dream;
 Yet dare arraign the whole stupendous plan,
 If but that little part incongruous seem.
 Nor is that part, perhaps, what mortals deem;
 Oft from apparent ill, our blessings rise.
 O then renounce that impious self-esteem,
 That aims to trace the secrets of the skies;
 For thou art but of dust; be humble and be wise.—Beattie.

c Pro. strō.

d Pro. āh-gēn'

e Pro. ē-tēr'-nē-tē.

f Pro. o/shān.

LESSON CXXII.

FALSE SYNTAX ADAPTED TO RULE I.

How dost thee do? This sentence is not grammatical, because the objective pronoun *thee* is made to govern the verb *dost do*. By Rule I., the *nominative* (and not the *objective case*) governs the verb. Therefore, *thee* should be *thou*.

Art thee well? I am. I can work as well as him. Them that study, will learn. Has thee been idle? Will thee study better? Are George and thee brothers? What avails our efforts, if we do not live virtuously? Him that is idle, needs reproof. Whom do you think committed the theft?

ADAPTED TO 402.

Who saw him? Me. O happy us! Who was present? Him.
769.

He is a greater loser by the failure than me. She reads better than him. But he ciphers better than her. He is more studious than them. None is so deaf as them that wo'n't hear. I cannot write so well as thee. But thee can spell better than me. May Lucian and me be dismissed?

771 AND NOTE I.

Nothing but vain and foolish pursuits delight some persons. None but us saw the transaction. Who is there in heaven but thee? Who but thee would have suspected him? No person but him was present.

LESSON CXXIII.

EXAMPLES ADAPTED TO RULE II.

902. The *s* or *es* inflection or termination is not used with *I, we, ye, you, or they*.—

There has been many opinions expressed on the subject. This sentence is not grammatical, because the passive verb *has been expressed* is in the singular number, and does not agree with its nominative *opinions*, which is in the third person, plural number. By Rule II., 'A verb agrees with its nominative case in number and person.' Therefore, *has been expressed* should be *have been expressed*. The sentence should read, There have been many opinions expressed on the subject.

I thinks of visiting Baltimore. The number of inhabitants are small. Has the boys returned? Was you at meeting last evening? I loves to see folks behave well. All the ships in the navy has been employed. I wishes I could see him. I has a book. They says. They knows. Says I. Says you. I thinks he does not talks correctly. We are alone; there's none but thee and I.—*Shakspeare*. I always uses good grammar. What is thee doing? Was you present? Thee should not soil that are book. Scotland and thee did each in other live.—*Dryden*. Them are standards is not in place. Circumstances alters cases. There were a great number of persons present. Fifty-five pounds of wheat contains forty pounds of flour. I goes to meetings constantly. The sincere is esteemed. The pious commands respect. There was more sophists than one.—*Bentley's Dis*. Has thou no

good reason for censuring thy friend? The number of names together were about an hundred and twenty.—*Acts*. All the people in the place is assembled to hear the lecturer. Forty-eight pence is four shillings. Thou knows better than to make the request. Has those books been returned? There is many opportunities for improvement. Were James and John present? They was. People does not consider. How does thee do? Persons of unstable minds is fond of novelty. Good scholars never tells tales out of school. Verbs in the indicative mode has six tenses. Adjectives belongs to nouns. Adverbs qualifies verbs, participles, adjectives, or other adverbs. There has been many meetings. There was twenty of us present. Great pains has been taken with him. The mechanism of clocks and watches were unknown a few centuries ago. Disappointments sinks the heart of man. There's two or three of us who have seen the work. In piety and virtue, consist the happiness of man. What signifies good opinions, when our practice is bad? If thou had seen him, thou could have answered for thyself. Has the goods been sold to advantage?—

903. When a verb comes between two nominatives referring to the same person or thing, it must agree with that nominative which is most naturally the subject of it; when the sentence is inverted, it generally agrees with the nominative which follows the verb; as, 'His pavilion were dark waters and thick clouds.' 'The wages of sin is death.' 'A great cause of the low state of industry were the restraints put upon it.' 'What avail his exertions?' 'Who art thou?' 'Who am I?'—*Bible*.—

The crown of virtue is peace and honor. His chief occupation and delight were controversy. What is his complaints? A source of affliction to him was his undutiful sons. Thy friend did not tell me who thou is. What was his objections to my offer?—

904. The verb should agree with the leading nominative in the sentence, and not with the adjuncts of that nominative; as, 'The number of inhabitants has increased. Two years' notice was requisite. The farm, with all its privileges, was sold.'—

A variety of pleasing objects charm the eye. A part of the books were lost. A part of the exports consist of raw-silk. One added to twenty-one make twenty-two. Four years' interest were due him. A number of men and women were present. A fondness for such distinctions render a man ridiculous. Irreverence towards ministers are akin to irreverence towards religion. The ship, with all her crew, were lost. The era of liberal and enlightened views have commenced. A great part of the streets are neatly paved.

LESSON CXXIV.

EXAMPLES ADAPTED TO RULE III.

Please to let John and I go out. This sentence is not grammatical, because the pronoun *I*, which is in the nominative case, is used as the object of the active verb *let*. By Rule III., 'Active verbs govern the *objective* case;' and not the *nominative*. Therefore, *I* should be *me*. The sentence should read, 'Please to let John and me go out.'—

'Who did he take into business with him?' Henry invited my

brother and I to see his library. He and they we know, but who art thou? Who shall we employ to counsel us? Who do you think I met yesterday? Who should I see in the lid of it, but the doctor?—*Spect.* Who have I reason to love so much, as this friend of my youth? They who he had most injured, he had the greatest reason to love. I meant he, when I spoke to you. Ye who were dead, hath he quickened. Thou and he, I have chosen. My father permitted my brother and I to accompany him. Who did they expect to see? Who did you see last evening? Who did you wish to find? He who committed the crime, the law must punish. Who should I meet the other night, but my old friend?—*Spect.* The man who he obliged, has proved a traitor. She I respected for her modest deportment. His medicine is something which every one hates. Suspecting not only thou, but they, I studiously avoided all intercourse.

LESSON CXXV.

EXAMPLES ADAPTED TO RULE IV.

905. "Adjectives that have number, must agree with their nouns in number," this kind, those kinds; many books, five pounds, two pairs.

Those kind of amusement should be avoided. This sentence is not grammatical, because the adjective *those*, which is in the plural number, does not agree with the singular noun *kind*. By 905, 'Adjectives that have number, must agree with their nouns in number.' Therefore, *those* should be *that*. The sentence should read, *That kind* of amusement should be avoided.—

I am not fond of these kind of berries. I am apt to suspect those sort of favors. The merchant has sold eighty pair of gloves. I have purchased twenty cord of wood. We have not great confidence in these sort of men. Those kind of menaces we need not fear. We rode only five mile an hour. These kind of indulgences impair the intellect. The earthquake made a chasm forty foot broad, and forty fathom deep. Twenty thousand pair of shoes were sold; the number of sales have diminished. Please to sing the first, second, third, and fifth stanza. Ten rod square means ten rod long and ten rod wide. He vended eighty ton of hay, and five barrel of flour. My friend bought twenty pound of flour for me. Who broke that tongs? Carry that oats away. Learn the second, third, fourth, and fifth section.—

906. Never use the pronoun *them* instead of the adjective *those*; say, those hats are sold,—and not *them* hats.—

They are boys are extremely noisy. Them books will be printed soon. Which of them three men did you see? I forwarded them letters according to your request. Will you send me them atlases?—

907. The phrases, *this means* and *that means*, should be used when one thing is meant; *these means* and *those means*, when more than one is meant; as, 'He lived temperately, and by *this means* preserved his health.' 'The scholars were attentive, industrious, and obedient to their teachers, and by *these means* acquired knowledge.'—

Charles was prodigal, and by these means became poor. Ignoramus displays his learning, and by this mean incurs ridicule. Industry presents one mean for obtaining a competence. Alonzo

was industrious, saving, prudent, and temperate; and by this means acquired wealth and reputation.

908. An adjective and its noun may frequently be considered one compound word; and, in this sense, have other adjectives belonging to it; as, an *old man*, a *good old man*. *Good* belongs to *old man*. The most appropriate adjective should be placed nearest the noun. We should say the *first* five books,—and not the five first books.—

The five first books of the Bible are called the Pentateuch. The two first trees bear peaches; the two next, apples. Please to sing the three last stanzas. The two last verses were sung. You will sing the four first verses. He is a young promising man. The comet was many times hotter than hot red iron. My friend has purchased a red pair of new stockings. The three first classes have recited. The oldest two young ladies may sit in the highest seat. The two first fell covered with wounds.—*Newsp.* A new elegant edifice has been erected. More rain falls within the two first summer months than within the two first winter months.—

909. The adjectives *each*, *every*, *either*, *neither*, and *no*, when joined to a singular noun, and the word *one*, require the verbs and pronouns dependent upon them, throughout the sentence, to agree with them in the third person, singular number. *Every* is sometimes associated with a collective plural; as, *Every six months*; that is, every space of six months.—

Each of them, in their turn, receive the benefits to which they are entitled. I do not think any one should incur censure for being tender of their reputation. Let each esteem others better than themselves. There are bodies, each of which are small.—*Locke*. By discussing each particular in their order, we shall better understand the subject. Have neither of these men presented their credentials? Neither of those boys have improved their time. Every one should improve their time. No person can spend their time to better advantage, than in acquiring such knowledge as will be useful to them and those around them. Neither of them are arbitrary nor local.—*El. Crit.* Every person, whatever may be their station, are bound by the duties of morality and religion.

362 AND 363.

910. *Any* and *none* should be used in preference to *either* and *neither*, when we speak of more than two persons.—

The committee consisted of three; neither of them were present. Either of those three scholars may inform me. Twelve boys were present; neither of them saw that transaction. Here are five apples; take either of them. Twenty criminals were condemned; neither of them have been reprieved.—

911. Double comparatives and superlatives should not be used; the *forms* of comparison are not applicable to adjectives of superlative signification, nor to those not susceptible of comparison.—

He is the most bestest writer in school. She is the most excellentest grammarian. She is the most sweetest singer I ever heard. Knowledge is more preferable than riches. He is a most superior man. He is the most wisest man. A more healthier climate was never known. It is more easier to build two chimneys than to keep one in repair. After the most straitest sect, I lived a Pharisee. He is the chiefest among ten thousands. Virtue confers the supremest dignity on man.

912. The comparative degree should be used when a comparison is made between two persons or things; and the superlative, when a comparison is made between one or more things and all others of the same kind.—

Of two evils, choose the least, and reject the greatest. Of which does our globe contain the greatest proportion, land or water? The greater peninsula in the world, is Africa. Of the four brothers, he is more intelligent. Eve was the fairest of all her daughters. He is the strongest of the two, but not the wisest.

913. Adjectives are sometimes incorrectly used in prose as adverbs.—

She reads distinct, pronounces accurate, and articulates audible. He reasons able, and speaks fluent. The conspiracy was the easier discovered, on account of its being known to many. He conducted much wiser than the others. He obeys implicit the commands of his master. Your brother had scarce left, when you arrived. The preacher was exceeding eloquent. He is exceeding beloved, and great respected. He was exceeding careful to shun controversy. His property is near exhausted. We ought to value our privileges higher. The writer composes easy, and writes chaste.

914. Adverbs are often improperly used, where adjectives would be more appropriate. See 824, 825, 826, and 829.—

That young lady looked beautifully. The rose smells sweetly. The apple tastes sourly. Mary always appears amiably, modestly, and unassumingly. Thy often infirmities indicate advanced age. The teacher made remarks suitably for the occasion. How beautifully the green grass looks! How brightly the moon shines! How sublimely the lofty mountains appear! How admirably and wonderfully are the works of creation! The boy grows proudly as he grows oldly. The ice feels coldly; the water feels warmly. How pleasantly he seems, and how agreeably he appears! The judge avowed an opinion independently of the verdict of the jury. The wealthy man lives independently. Clay burns whitely; the sun shines clearly. These expressions sound harshly, oddly, and uncouthly.

LESSON CXXVI.

ARTICLES.

My neighbor owns an hundred sheep. The article *an* is not properly used before the word *hundred*, which begins with the consonant *h*. By 304, '*A* is used when the next word begins with a consonant.' Therefore, *an* should be *a*; the sentence should read, My neighbor owns *a* hundred sheep.

Examples adapted to 304 and 305.

Politeness enhances an man's usefulness. A humble man will command respect. An heavenly treasure is of more value than all others. This is an hard saying. A hour will soon pass. He deemed it a honor to associate with such an one. A article is placed before a noun or substantive. A adjective is sometimes placed after a noun. An hospital has been erected. It is a elegant edifice. The word *stability* begins with a *s*; *library*, with a *l*.

306 and 307.

An university has been established. An useful book is an excellent companion. The antiquarian wrote a historical essay. They are a united and prosperous people. He is not so good a hostler as such an one. An universal sentiment was expressed on the subject. An ewer is a kind of pitcher. An usurer is one who exacts illegal interest. 'Its denominator is always an unit.'

915. *An* was formerly used before all words beginning with *h* not silent, as we find in most editions of our Bible. Murray says, readers should be taught to omit the sound of the *n*, and to give the *h* its full pronunciation.

916. Abstract nouns and those which indicate any of the sciences, when no adjuncts are associated with them, are frequently used without articles; as, Gold is valuable; *intemperance* degrades us; *astronomy* instructs us.—

The reason was given to man to control his passions. Algebra is a branch of the mathematics. The iron is a useful metal. The tin is valuable.

917. Articles are sometimes omitted, where they need to be used to render the meaning more precise. They are sometimes used when unnecessary; sometimes one article is improperly used for another.—

A man is subject to various vicissitudes. Learning is to a mind what dress is to a body. Ease and the peace of mind strengthen life. Wisest and best men commit errors. We are placed here under a trial of our virtue. Not the quality, but merit of our friends, should we consider. The fire, the air, the earth, and the water, are four elements of philosophers. Custom has invested him with the title of an Honorable. The profligate man is neither the good husband nor the good father. True charity is not the meteor, but the luminary. The fear of shame, and desire of approbation, prevent sin.

LESSON CXXVII.

EXAMPLES ADAPTED TO RULE V.

The prodigal left his fathers house. The word *fathers* is improperly used, which is intended to be in the possessive case. The *sign* of the possessive is omitted. By 289, 'The sign of the possessive case is an *apostrophe* and the *letter s* added to a noun, or an *apostrophe* only.' There should be an *apostrophe* before the *letter s* in the word *fathers*. The sentence should read, The prodigal left his *father's* house.

The 'Young Ladies Class Book' contains valuable selections. My sisters counsel deserved my attention. Accomplished manners increase a mans usefulness. My brothers letter was seasonably received. We cannot predicate our own on our ancestors virtues. Asa his heart was perfect with the Lord. The pupils diligence gladdens the teachers heart. On the scholars improvement, is based his future usefulness. A mothers tenderness and a fathers care, are natures gifts for mans advantage.

918. Nouns in apposition generally annex the sign of the possessive case to the last; as, For David my *servant's* sake.—Bible. John the Baptist's head.—Matt.

This was brother's Henry's advice. The minister quoted the apostle's Paul opinion. This palace had been the grand sultan's Mahomet. I will not do it for David's thy father sake.

919. When the preposition *at* precedes the possessor, the sign of the possessive is generally annexed to the first; as, I left the parcel at Whipple's, the bookseller. The sentence should be resolved into the objective and the preposition *of*, when elegance requires it.—

I bought the knives at Johnson's, the cutler's. The silk was purchased at Brown's, the mercer's and haberdasher's. The papers were lodged at Smith's, the bookseller's. I board at Gilman the merchant's. I visited Gen. Dearborn, the general's tent.

920. If the thing possessed is represented as belonging to a number severally specified, the sign of the possessive is repeated with each; as, 'He has the surgeon's and the physician's advice.' 'It was my father's, mother's, and uncle's opinion.'—*Dr. Webster.*

It was my father, mother, and sister's wish to educate me. I have executed my father, brother, and uncle's commands. It was the captain, seamen, and passenger's lot to endure hardship. My brother, sister, and aunt's advice was timely. There is but a little difference between Samuel and Henry's age. Were John and James's business the same? Is this inkstand William or Charles's? The book is Peter, or Lucian's. Were Joseph's employment and George the same? Whose works are these? They are Cicero, the most eloquent of men's. Did you see David and Samuel's parents?

921. Two words connected by *and* as one term, and the name of an associated or incorporated company, annex the sign of the possessive to the last; as, Susan and Mary's father was present. The parcel was left at Carter and Hendee's store.—

I called at Beaman's and Young's store. Lucy's and Deborah's teacher was absent. Was Daniel's and Lucy's father present? Were Edwin's and John's occupations the same? Johnson's and Henry's bookstore was burned.

Examples adapted to 290, 291, and 292.

The boys' satchel was lost. The young lady's brother soiled her book. The young men's meeting was well attended. Andrew made Arthurs shoes. Susan made Charlottes bonnet. The young ladies' improvement and their industry deserve praise. The boy's time was improved, and their lessons were well learned.

Adapted to 293 and 294.

Ye should submit for conscience's sake. If ye suffer for righteousness's sake, happy are ye. He cast himself down at Jesus' feet. Herod did it for Herodias' sake, his brother Philips wife. Festus came into Felix room. Thomas' brother is sick. Capt. Ross' discoveries furnish us with valuable information.

922. "The sign of the possessive is sometimes omitted;" as, *Paul* the apostle's advice. The sign of the possessive is omitted after the word *Paul*; but it is retained in the word *apostle*.

923. "The sign of the possessive is frequently added to another word instead of the possessive," when an *adjunct* intervenes; as, That is the captain of the guard's house.—The sign of the possessive is added to *guard*, instead of *captain*.

924. When participial nouns govern other nouns in the possessive case, the sign of the possessive is often improperly omitted; as, 'There

is no reason for *hydrogen being* an exception.'—*Lavoisier, Trans.* It should be *hydrogen's being*, &c.—

The accuracy of the writer is determined by this rule being observed. The time of Henry entering into business finally arrived. What can be the cause of congress neglecting this important measure? Who can have no idea of the same person possessing different accomplishments? A bad influence is exerted by young persons associating with vicious companions. A courier(*a*) arrived from Madrid, (*b*) with an account of His Catholic Majesty having agreed to neutrality. The Indian could not comprehend the idea of the globe having been circumnavigated. Pieces of iron (were) arranged in such a way as seemed most favorable for the combustion being communicated to every part.—*Lavoisier, Trans.*

LESSON CXXVIII.

EXAMPLES ADAPTED TO RULE VI.

The tea was poured out for he and his wife. This sentence is incorrect, because the pronoun *he*, which is in the *nominative* case, is used as the object of the preposition *for*. By Rule VI., 'Prepositions govern the *objective* case,' and not the *nominative*. Therefore, *he* should be *him*. The sentence should read, The tea was poured out for *him* and his wife.

There is coffee enough for John and I. This fact may remain an arcanum between thou and me. For who did you prepare the apparatus? There has been a spirited discussion between us and they. It devolves on thou and he to decide the matter. Religion was a great consolation to he and his associate. From he that is in distress, turn not away. Between you and I there is some disparity of years; but none between he and she.

925. The preposition is often inelegantly separated from the objective which it governs; "this should generally be avoided, especially if the subject or occasion requires dignity or elevation of style;" as, "Whom did you pay the money to?" for, "To whom did you pay the money?"—

The difficulties with which this theory is encumbered, I have before hinted at. He is a friend whom I am highly indebted to. Any thing that we can talk about or speak of, is a noun. Whom were you conversing about this morning? What does it consist of? What pen did he write with? I hope it is not I that you are displeased with. Moses was the meekest man that we read of in the Old Testament. The book that I have been looking after so long, I have found at last. The lady I was speaking to at the play last evening is dead. In heaven, we shall meet all good men whom we read of in holy books. This rule may be properly applied to the correction of many erroneous forms of expression, which the less general rules cannot be brought to bear upon.

Additional Examples.

I left my book to home. Is your brother to(*c*) home? Who is he speaking to? Who is he waiting for? Who did he receive

a Pro. *koo'zēr*; o like o in *move*.

c To should be *at*.

b Mīd-rīd'.

that intelligence from? I had to stay to home; my pen is to home. He left his directions with some one, I know not who. My father was to home an hour ago. He is not to home now. Who was he talking about? What was he thinking of? Who did he send by? What is a pronoun used instead of? Who did he take into business with him? Tell them who they are wanted for. What sort of people did he live among? What speculations has he entered into?

926. *While* should not be used for *till* or *until*; as, 'I will wait *while* to-morrow.' The sentence should read, 'I will wait *till* or *until* to-morrow.' See 625 and 626.—

Exercises.—I will defer the conference while morning. I will meditate on the subject while we meet again. I cannot leave while noon. He will wait while next week. They cannot visit us while next month. I will wait while to-morrow.

LESSON CXXIX.

EXAMPLES ADAPTED TO RULE VII.

927. Adverbs, though they have no government of case, tense, &c. require an appropriate situation in the sentence.—*Murray*.

689.

He should have not shunned his duty. This sentence is not elegantly expressed, because the adverb *not* is improperly placed after the second auxiliary. By 689, 'The adverb *not* should always follow the first auxiliary; in interrogative sentences it follows the nominative when the nominative comes after the first auxiliary.' The sentence will be better expressed by placing *not* after *should*. It will then read, He should not have shunned his duty.

James could have not seen him. He has been not so vigilant as he ought. Has not he forgotten the admonition of his teacher? Had not I seen him then, he would have escaped. Has not he been preparing for this event? I have lost not any thing. Not only he found her employed, but pleased and tranquil also. The business will be never executed.

690.

John ought to not neglect his studies. He determined to not omit any opportunity for improvement. To not improve our time, indicates a moral inefficiency. To not be interested in the improvements of the age, shows a want of mental cultivation. He offered an apology, which being not admitted, he became submissive. Knowing not your address, I omitted to call. Having not been informed of the fact, I cannot meet the exigency. Having not the necessary information, he failed of success. Being not disposed to compromise, he risked the consequences. It was necessary, therefore, that smaller birds should be warmer clothed than large ones.—*Paley*.

688.

William nobly acted, but he did not succeed. We always should prefer our duty to our pleasure. These things should be never separated. It is impossible to please him always.

928 The adverbs, *here*, *there*, and *where*, are often improperly applied to verbs signifying motion, instead of *hither*, *thither*, and *whither*.—*Murray*.—

James walked to Boston; he went there in two hours. Come here; go there; remain thither. Where are you wending your way? Whither have you been since I saw you?

929. The prefixing of *from* to the adverbs *hence*, *thence*, or *whence*, is unnecessary, because its meaning is implied in these adverbs. The preposition *to* is sometimes improperly used for the adverb *too*; as, None work *to* well; it should be *too* well. —

From hence we may infer that our course is wrong. From thence were the principal facts collected. From whence did you get your information? To much money is expended for superfluities. We are never to old to learn. He arrived to late.

930. *No* is sometimes incorrectly used in connection with *whether* and *or*, instead of *not*, and in some other cases; as, Inform me whether you saw him or *no*,—or not. Whether my brother will be present or no, I know not. I will find out whether it is so or *no*.

931. *How* is sometimes improperly used instead of *what* in answer to a question, and *how* as instead of the conjunction *that*.—

Amelia saw Eliza. How did you say? John said how as William would not go with him. Israel told how as the boys did not study. The voices of the boys were heard all to once.

932. Two negatives, in English, destroy each other, and render the double negation an affirmative one in meaning; as, 'His language is *not* inelegant;' that is, it is elegant. In such sentences, one negative should be dropped.—

The man would not say nothing about it. Not no apology can justify rude impoliteness. Do not let no one inform him of the matter. I did not know nothing about him. No excuse can never justify base ingratitude. There can not be nothing more insignificant than vanity. I will not by no means listen to his artful insinuations. The court did not give no credence to the testimony of the witness. Nothing never affected her so much as this misconduct of her child. He has not never visited the capital of his country. He does not know nothing about it

LESSON CXXX.

EXAMPLES ADAPTED TO RULE VIII.

The lesson was prepared by Amelia, *she* who is engaged in teaching. The pronoun *she*, which is in the nominative case, is improperly used to explain Amelia, which is in the objective case, being the object of the preposition *by*. By Rule VIII., 'Nouns or pronouns signifying the same thing, agree in case.' Therefore, *she* should be *her*. The sentence should read, 'The lesson was prepared by Amelia, *her* who is engaged in teaching.' Repeat 693.

Caroline studies astronomy, *her* that attends school. Mary Ann, the milliner, made the dress, *her* that we saw. I shall visit my relations, *they* that visited me last Autumn. My acquaintances will be present, *them* that were here last year

LESSON CXXXI.

EXAMPLES ADAPTED TO RULE IX.

I thought it was her. This sentence is ungrammatical, because the pronoun *her*, which is in the objective case, comes after the verb *was*, which is preceded by the nominative pronoun *it*; and consequently does not agree in case with it. By Rule IX., 'Any verb may have the same case after it as before it, when both words signify the same thing.' Therefore, *her* should be *she*. The sentence should read, I thought *it* was *she*.

It is not me; perhaps it is him. Who do men think me to be? Whom do men say that I am? I saw one whom I took to be she. If I were him, I would treat people more politely. James supposed it to be she; it could not have been her. They believed it to be thou; but I did not think it was thee. I suspected that it was him; but he took it to be I. Who do you think they took me to be? Who do they represent me to be? We cannot tell whom they are. It could not have been me; it must have been him. It was them who gave me the information.

LESSON CXXXII.

EXAMPLES ADAPTED TO RULE X.

Susan met Caroline and I on our return. Ungrammatical, because the pronoun *I* is in the nominative case. It should be in the objective case, because it is connected to Caroline by *and*. The word *Caroline* being in the objective case and governed by the active verb *met*, requires *I*, connected by the conjunction *and*, to be in the same case. By Rule X., 'Conjunctions connect nouns or pronouns in the same case.' Therefore, *I* should be *me*. The sentence should read, Susan met Caroline and me on our return.

Alonzo went with he and Samuel. Thee and I will call on him tomorrow. Daniel accompanied George and I in our excursions. Between you and he, there is a perfect harmony of sentiment. I was requested to inform him and they of the meeting. It is time for you and I to leave.

LESSON CXXXIII.

EXAMPLES ADAPTED TO RULE XI.

Did he not return, and left his comrades? Incorrect, because the verbs *did* return and *left* do not agree in form. By Rule XI., *second form*, 'Conjunctions connect verbs in the same style, and usually in the same mode, tense, or form.' Therefore, *left* should be *leave*.

Did he not tell me his fault, and entreated me to forgive him? She can sing, and paints very handsomely. Thou art studious, and can improve thy time. The day of retribution is approaching, and hastens fast upon us. If he learns well, and attend to his studies, he will be respected. Does he forsake his friends, and liveth upon the mercies of his enemies? My letter is finished, and I have written much. To behave well, and continuing to do it, will establish a good character. A base mind is exhibited by professing one thing, and to do another.

933. When conjunctions connect different modes, tenses, or forms of verbs, it is better, generally, to repeat the nominative.—

He once sustained a good reputation, but has lost it. She was once imprudent, but is now cautious. He does not want courage, but is defective in sensibility. Our time for improvement is short, and will soon pass away. These persons have acquired wealth, but are not esteemed. He could have been happy, and is now convinced of it. Learning may strengthen our minds, and will improve our morals. Rank may confer influence, but will not necessarily produce virtue. We have often been disappointed, and shall probably be again.

934. One verb is often incorrectly used instead of another, especially in conversation; as, *lay* for *lie*; *set* for *sit*; *learn* for *teach*. *Lay* is active; *lie* is neuter. *Sit* always implies a seat; *set*, never. The scholar learns; the instructor teaches. *Fall* for *fell*; *fall* is neuter; *fell* is active. He fells trees; trees have fallen.—

The following verbs are frequently substituted for each other; —to *flee*, to *fly*; to *rend*, to *rent*; to *raise*, to *rise*; to *ride*, to *rid*; to *blood*, to *bleed*. To *blood* a person is to stain him with blood. To *bleed* a person, is to take blood from him by opening a vein. The verb *lie*, to *tell a falsehood*, is regular, and has the derivatives *lied* and *lying*. The noun *sot*, which means an habitual drunkard, is often vulgarly used instead of the verbs *sit* and *set*.

I will lay down to rest. I laid down to rest yesterday. I have laid down to rest. I had lay down to rest. I am laying down to rest. He lays on the bed. He has been laying still. He lay the cloth smooth. He sot on a sofa; he also sot in a chair. Sit a chair that your friend may set in it. I sot the dividers at the point A. Young gentlemen, you may set. For him thus prostrate at thy feet I lay.—*Pope*. Unskilful men cannot learn scholars grammar. That man has been blooded. Our physician blooded him. Henry has been falling trees. He has fallen twenty. Twenty trees have felled to the ground. The culprit has flown from his country. The bird has fled into the air. Joseph can rise his hand to his head. He rid from New York to Philadelphia. Go and set or lay down, my friend. The boy rents his clothes.

935. In the use of auxiliary verbs, the most appropriate form should always be selected. *Might* is often improperly used for *may*, especially in prayers and sermons; as, We pray that the Lord *might* bless; it should be 'may bless us.' *Have* and its variations should be used in the present tense of neuter passives in preference to the verb *be* or *am*; and *had* in preference to *was* of the imperfect; as, instead of *I am come*, *I have come*; instead of *he was gone*, *he had gone*, should be used.—

I am come to visit my friend. I will be drowned; no person shall help me. We honestly wish that all might examine for themselves. He is fallen; the sun was risen. Virtue was declined, vice was increased. The ship is arrived; they are come. These are written that ye might believe; and that believing, ye might have life. When they were past the first and the second ward, they came unto the iron gate. When Peter was come to himself, he said, Now I know of a surety that the Lord hath sent

his angel. When the Jews were gone out of the synagogue, the Gentiles besought that these words might be preached to them.

Adapted to 477.

I had as lives go as not. I had much rather be myself the slave.—*Cowper*. He had better have kept hold of the pommel. Had not the fellow better have stopped his horse? Obadiah had better have been a league off.—*Sterne*. I had rather these poor women and children had it.—*Id.* “We had rather have a child, even of the other sex, return to us a first-rate reader, than a first-rate performer on the piano-forte.”

936. *Had* is often improperly used before the defective verb *ought*, more especially in giving our assent to what another affirms. One says, ‘I ought to study;’ another says, ‘you *had*.’ It should be, you *ought*. The expressions, ‘He does not ought to act,’—‘he had not ought to drink,’ for ‘he ought not to act,’—‘he ought not to drink,’ are ungrammatical. *Ought* never has any auxiliaries prefixed to it.—

He had not ought to do it. He had not. He does not ought to treat me so. She had ought to go to school. She does not ought to waste her time. He had ought to attend meeting constantly.

464.

Reuben learnt his lessons well. Mary has burnt her handkerchief. The criminal has confest his crime. The boy who past yesterday, dropt his slate. The orphan is bereft of his parents. I stopt at Boston on my way to Providence. Almira checkt the heedlessness of her sister. Joseph dreamt many dreams. The idle scholar is sometimes whipt. All his property was shipt for India. The pedestrian mist his way. The equestrian has often snapt his whip. The playful boy jumpt, stamppt, and hopt about. The preacher exprest himself in very chaste language.

LESSON CXXXIV.

EXAMPLES ADAPTED TO RULE XII.

Diligence and application establishes our reputation. Incorrect, because the singular verb *establishes* does not agree with its nominatives, *diligence* and *application*, which are conjoined by *and*. By Rule XII, ‘A verb having two or more nominatives connected by the conjunction *and*, must agree with them in the plural number.’ Therefore, *establishes* should be *establish*.

Temperate habits and necessary exercise invigorates the mind. Fashion and fancy often leads men into errors. Idleness and ignorance is the parent of many vices. Time and tide waits for no man. Patience and perseverance, like faith, removes mountains. William and James has gone to Salem. Religion and virtue is an ornament to any man. Wisdom, virtue, and happiness, dwells with the golden mediocrity. On union, is based the security and prosperity of every society. Luxury and pleasure weakens the mind. Beasts, birds, and insects, has life, sense, and motion. There is five human senses,—the sense of seeing, hearing, tasting, feeling, and smelling. What signifies the anxiety and interest of friends, if we disregard their admonitions?

712.

Thou and I art in an error. Thou and I must do thy duty. My sister, my brother, and I, will attend to their occupations.

713.

Every man and every woman were numbered. Each day, each month, and each year, present new scenes to us. Every habitation, and every village, were a scene of desolation. Every leaf, every twig, every drop of water, teem with life. Every thought, word, and deed, is known to the omniscient Jehovah, whether they are good or evil.

715.

The first and second book have been read. The minister read the first and last stanza. He requested the singers to omit the second, third, fifth, and seventh stanza. To live soberly, righteously, and piously, are required of all men.

937. Conjoint propositions or words should be connected by the conjunction *and*, and not by the preposition *with*; when the latter is the case, *with* has no influence in the regimen of the verb, but with its objective forms an adjunct of the preceding noun or pronoun.

Temperance with industry lead to wealth. The President, with the Senate, and the House of Representatives, compose the American Congress. The man, with his whole family, are in a suffering condition. One, added to nineteen, make twenty.

938. Singular nouns in apposition, connected by *and*, require a singular verb.—

Your father and friend have never deserted you. That renowned patriot and statesman have retired to private life.

776.

Good behavior, and not vain show, establish one's character. Not his personal appearance, but his talents commands notice. His talents, and not his personal appearance, commands notice. His personal appearance, and not his talents command notice.

771 and 777.

Nothing, but frivolous amusements, satisfy an unpolished mind. None, but thou, canst estimate the value of his friendship. Nothing, but pure thoughts, elevate our affections.

778.

The scholar, as well as the teacher, have their responsibilities. The statesman, as well as the patriot, have their peculiar duties. The advocate of temperance, as well as of religion, are human benefactors.

LESSON CXXXV.

EXAMPLES ADAPTED TO RULE XIII.

Neither virtue nor moral courage are wanting. Incorrect, because the verb *are wanting* is in the plural number, and does not grammatically agree with its nominatives, *virtue* and *courage*. By Rule XIII., 'A verb having two or more singular nominatives, connected by the conjunction *or* or *nor*, must agree with them in the singular number.' Therefore, *are wanting* should be *is wanting*.

Neither usage nor argument support such an opinion. Either virtue or discretion were lacking. What virtue or morality demand, we should not gainsay. Man's happiness, or misery, are put into his own hands.

719.

Man is not such a machine as a clock, or a watch, which move without any thought or desire of their own.

779.

Neither Isaac nor his brothers was present. Neither he nor you was there. Either thou or I art mistaken. Either my friends or I were deceived.

780.

I and Charles will accompany you. An invitation was given to me and Aaron. I and Olive Jane have been invited. They should have invited me and my cousin. Alfred and I have violated the rules of the school.

717.

To lie, or to tattle, are sinful. To slander, or to backbite, are the emanation of a corrupt mind and of a depraved heart.

939. When different forms of verbs are needed to agree with their respective nominatives, it is much more elegant to express the verb with each. When *or* or *nor* comes between a singular and a plural nominative, the plural nominative should be placed last.—

Is he or I expected to undertake the enterprise? Are they or he managers of the affair? Either false apprehensions or unjust suspicion have led him astray. Neither were the virtues nor the influence of their friends able to screen them from punishment. Either they or he has had false information on the subject.

LESSON CXXXVI.

EXAMPLES ADAPTED TO RULE XIV.

Every man should be careful of their health. Ungrammatical, because the plural pronoun *their* does not agree in number with its antecedent *man*, which is in the masculine gender, singular number. By Rule XIV., 'Pronouns agree with their antecedents, or the nouns which they represent, in number, person, and gender.' Therefore, *their* should be *his*. The sentence should read, Every man should be careful of *his* health.

Each person must decide for themselves. Every one must judge of their own feelings.—*Byron*. Each supposes their own opinion to be the best. No one should be despised for their natural imperfections. Take the scissors, and put it on the table. I gave the horse oats, but he would not eat it. Every woman should cultivate their mind. All should fortify himself for future exigencies. Is all the scholars that recites in the class present? Every individual can render themselves happy.

With mutual blood, the Ausonian soil is dyed,

While on its borders each their claim decide.—*Dryden*.

"An idler is a watch that wants both hands,

As "seless if (*he*) goes, as when (*he*) stands."

940. Pronouns being used to supply the place of nouns, should not be employed in the same member of the sentence as the nouns which they represent ; as, 'The king, *he* is just.' 'Thy rod and thy staff, *they* comfort me.'—*Bible*.

941.. "The nominative is sometimes improperly used without a verb ;" this arises from using the pronoun in the same sentence with its noun, or from a change of case ; as, 'He that hath an ear, let him hear what the Spirit saith unto the churches.'—*Rev*. It should be, Let *him* hear, who hath an ear, &c., or *hear*, *he* that hath an ear, &c.

942. Emphatic repetitions of nouns and pronouns are sometimes allowable ; in examples of this kind, the latter noun or pronoun may agree in case with the former by *pleonasm* ; 'Justice, and *justice* only, should be our motto.'—

The cares of this world, they often choke the growth of virtue. He that hath ears to hear, let him hear. These men they talk strangely. Disappointments and afflictions they often improve us. Whoever entertains wrong opinions, he is unhappy. Many words they deluge the mind, and darken the understanding. Two nouns, when they come together, and do not signify the same thing, the former must be in the possessive case. 'What thing soever I command you, observe to do it. Whatsoever he saith unto you, do it. Whatsoever is sold in the shambles, that eat. Whatsoever a man soweth, that shall he also reap. What the Lord saith, that will I speak. Which, if it had been done, much evil would have been avoided. The north and the south thou hast created them. Whom ye delivered up, and denied him in the presence of Pontius Pilate.'—*Acts* 3, 13. He that overcometh, to him will I give power over the nations.—*Rev*. This man he has acted very imprudently. My banks, they are furnished with bees.—*Shenstone*.

The lamb thy riot dooms to bleed to-day,
Had he thy reason, would he skip and play ?—*Pope*.

210, 211, and 212.

I am happy in the friend, which I have long proved. The man which is virtuous, will be happy. The person which indulges a fretful humor, is unhappy. The birds who build nests, protect their young. These are the oxen, whom my father sold.

393.

This is the same man, who called on me yesterday. He is the most efficient man, whom they could employ. He is the first man who brought the news of peace. Who are the hermits, who occupy them ? Who who has any sense of justice, would hazard his life ? Which of two bodies, which move with the same velocity, will exercise the greatest power ? The child, whom we saw, enjoys good health. He is like a beast of prey, who destroys without pity. He fed the multitude, who surrounded him. Who is that lady, who displays so much vanity ? The men, women, and animals, which were exposed, suffered. Was it you, or the wind which alarmed us ? The man and horse which were supposed to be lost, have been found. They which seek wisdom, will find it. The wheel killed another man, which is the sixth which have lost their lives by this means.

943. Relative pronouns, connected by conjunctions to the same antecedent, should not be changed ; as, 'A noun is the name of any thing *that* exists, or of which we have any notion.' *That* should be *which*.—

He is a man that knows his duty, and who will do it. The same man that called yesterday, and who has called to-day, will be here to-morrow. The geological specimens that my friend sent me, and which he carefully preserved, are very valuable.

944. The relative is of the same person as the antecedent, and the verb agrees with it accordingly; as, "Thou *who lovest* wisdom." "I, *who speak* from experience."—*Alger*.—

Thou who has been a witness of the fact, can give an account of it. You who writes, may have a recess. They that is virtuous, will be respected. I who instructs you, request you to be punctual. My friends who was visited, have recovered. You who wilt have heard of it, will be present. Thou, false Arcite, never shall obtain thy bad pretense.—*Dryden*.

945. The word *what* is often improperly used instead of the conjunction *that*; as, 'I had no doubt but what he would come.' *What* should be *that*.—

The boy is not so sick but what he can play. He will not believe but what I ought to be blamed. He will not be persuaded but what I was greatly in fault.

946. To remove doubt and to prevent obscurity, the relative pronoun should be placed as near to its antecedent as possible.—

Shall he escape, that doeth such things? Nothing can be insignificant, that offends God. Nothing can be trifling, that contributes to fasten on ourselves a wrong habit. Thou hast not improved thy time, who art complaining. There are millions of people in the empire of China, whose support is derived almost entirely from rice. No man ought to flatter himself that he is in the favor of God, whose life is not consecrated to the service of God.

947. When the name of a person is used as a mere word without reference to the person, *which* and not *who* should be used. *Which*, when interrogative, is used to distinguish one of two persons, or one from several others.—

Benedict Arnold, who is but another name for treason, turned a traitor. Who of those men volunteered his services? Judas, who is only another name for treachery, betrayed his Master. Who of these two persons presented a petition to you?

948. "The termination *soever* is elegantly separated from the word to which it belongs. When not separated, the termination *ever* is preferable."—See 20, on page 275.

Howsoever beautiful they appear, they have no real merit. On whichever side we cast our eyes, are presented to us the wonders of creation. In whatsoever form he may appear to us, he is but a deceiver.

949. When the relative pronoun is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense; as, "I am the man *who command* you;" or, "I am the man *who commands* you."—*Murray*.—

950. When the relative and the verb have been determined to agree with either of the preceding nominatives, that agreement must be preserved throughout the sentence; as, "I am the Lord that *maketh* all things, and *stretcheth* forth the heavens alone."—*Isa. 41, 24. Alger*.

Thou art a friend that hast often relieved me, and that has not deserted me in the hour of affliction. I am the man who incul-

cates these sentiments, and who maintain (*a*) them. I am the teacher who approves of wholesome discipline, and who recommend it to others. Thou appearest to be a young man who possesses bright parts, but who hast not cultivated thy mind. Thou art the Lord who did choose Abraham, and broughtest him forth out of Ur of the Chaldees. (*b*)

402.

Of whom were the articles bought? Of a mercer; he who resides near the mansion house. Was any person present, except the mercer? Yes, both him and his clerk. Who counted the money? Both the clerk and him. Whose book have you? James.

763 and 764.

The people rejoices in that which should give it sorrow. When the nation complain, the rulers should listen to their voice. Blessed is the people that know the joyful sound.—*Bible*. The council was not unanimous, and it separated without coming to a determination. No society are responsible for the misconduct of their individual members. The board of health publishes their proceedings weekly. The remnant of the people were persecuted by their enemies. Rebecca took goodly raiment of her eldest son, Esau, which were with her in the house, and put them upon Jacob, her youngest son.—*Gen.* 27, 15. The American Congress are composed of a President, Senate, and House of Representatives. The crowd were so great, that the judges with difficulty made their way through them. The convention, after having adopted their constitution, entered upon business in their new capacity. The committee was divided in its sentiments. In the days of youth, the multitude eagerly pursues pleasure as its chief good. That court is distinguished for the accuracy of their decisions. This people draweth near to me with their mouth, and honoreth me with their lips, but their heart is far from me.

718 and 719.

Haughtiness and affectation inspire contempt; and it implies a lack of common sense. Sound policy and judicious discrimination are not to be acquired by every one, because it demands a tax upon the judgment. Neither Amos nor Andrew has their lesson. Wheat or barley, when they are scorched, supply the place of coffee. One or the other of them has lost their debt.

951. There should be a general agreement in the person, form, and number of pronouns throughout a sentence; one should not be changed for another; as, 'You were present,—for I saw thee.' *Thee* should be *you*, or *you* should be *thou*.—

Pass ye away, thou inhabitant of Saphir.—*Micah*, 1, 11.

Some one hath set you on;

Confess the truth, and say by whose advice

Thou camest hither to complain.—*Shakspeare*.

Ere you remark another's sin,

Bid thy own conscience look within.—*Gay*.

Know thyself, and do your duty. As thou art sorry, I will forgive you. Thy inadvertencies may be excused, but not your wickedness.

† Pro. mēn-tīne/

‡ Pro. kāl-dēs/.

LESSON CXXXVII.

EXAMPLES ADAPTED TO RULE XV.

952. The perfect participle of irregular verbs, when different in form, should not be used for the imperfect tense ; nor the imperfect tense for the perfect participle.—

I received a note from Smyrna, wrote on parchment. Incorrect, because the word *wrote*, which is in the imperfect tense, is improperly used for the perfect participle. By 952, 'The perfect participle of irregular verbs, when different in form, should not be used for the imperfect tense ; nor the imperfect tense for the perfect participle.' Therefore, *wrote* should be *written*. The sentence should read, I received a note from Smyrna, *written* on parchment.

The water has been drunk. James has wrote three letters. Asa received a communication, wrote a month ago. Cyrus had wrote, when Elkanah arrived. Ebenezer would have went with us, had he been invited. He writes as the best authors would have wrote, had they writ on the same subject. I have did the sum. Lucian done it. Gideon done the work as he was directed to do it. Pears stole from my orchard, have been offered for sale. They who have bore the burdens of the day, should be rewarded. You who have forsook your friends, do not merit our confidence. He has not wore off the rough manners he brought with him. No evils have arose from this union. The boys have ate too freely of green fruit. They have eat many green apples. I ought to have went to meeting. They have chose thirteen trustees. Joseph has froze his hands. The price of corn has rise. The temperance lecturer has came. I come home yesterday, and began my Winter's work. I see my friend last week ; I had never saw him before.

A second deluge learning thus o'errun ;
And the monks finished what the Goths begun.

953. Perfect participles should be used with the auxiliaries *have*, *has*, *hast*, *hath*, *had*, *having*, and the variations of the verb *be* or *am*.—

His words were interwove with sighs. The French language is spoke in every state in Europe. The nails are well drove. The deserter has been retook. The rules of the school have been broke. These eggs have not been froze. The witness has swore falsely. He was smote with the inebriating charms of vice. The cloth was wove out of the best kind of wool. Philosophers have often mistook the source of true happiness. Thou hast not wrote since I saw thee. Having not wrote much, I must write more frequently. A tree has fell. He hath bore witness to his faithful servant. My letter was wrote five days before yours was received. The thief returned the goods he had stole, and made satisfactory reparation.

954. Some irregular verbs are improperly made *regular* ; and some *regular* verbs are improperly made *irregular*.—

I seed the carpenter yesterday ; he knowed me. He telled me he had teachd a school. The tippler has drinkd a great deal of spirit. The meeting was holden at a private house. This

stranger was well clad, and richly drest. Father drove a nail into the ceiling. He heaped up great riches, but past his time miserably. I knewed the meaning of the word before.

955. The word *shew* ought not to be used for *showed*, of the imperfect tense; the word *got* is unnecessary after *has*, when present time is expressed; the word *past* should not be used as a preposition, instead of *by* or *beyond*.—

Hezekiah has got a new book. He shew it to me after he had bought it. I have got a great variety of goods on hand. The merchant shew me his secretary yesterday. The minister went past the house just now. The truth of his statement is past a doubt.

956. The preposition *of* is often improperly used after an active participle; as, 'I did not think of seeing of him.' It should be, 'I did not think of seeing him.' *Of* should be expunged.—

I am telling of you these things for your good. In forming of his sentences, he was very exact. From calling of names, he proceeded to blows. I did not calculate on meeting of him. He has no idea of doing of it.

957. When the preposition *of* follows a participial noun, an article should precede it; or both the article and the preposition should be omitted. See 449, respecting such phraseology as, "The ship is being built."

He was sent to prepare the way by preaching of repentance. Keeping of one day in seven is required by the Jewish ritual. A ship is being built. The work is being advanced. The book is being printed. Time is being wasted. It is an overvaluing ourselves, to reduce every thing to the narrow measure of our own capacities. By observing of truth, you will command esteem. In preparing of his composition, he committed some errors. This style may be more properly called the talking upon paper than writing. This was a betraying the trust reposed in him. He expressed the pleasure he had in hearing of the philosopher. The middle station of life seems to be the most advantageously situated for gaining of wisdom.

LESSON CXXXVIII.

EXAMPLES ADAPTED TO RULE XVI.

958. Whenever the sign *to* of the infinitive mode is expressed in answer to a question, in an assertion, or in approbation of what is affirmed, the verb should be expressed with it; or both should be understood.—

He ought to respect his superiors. He ought to, says another. Inelegant, because the sign *to* of the infinitive mode is improperly used without its verb in what is affirmed of the first sentiment expressed (Repeat 958.) The affirmative is more elegantly expressed by omitting the word *to*. The sentence would then read, He ought to respect his superiors. He ought.

Ought I to answer my friend's letter? I ought to. Ought you not to have written sooner? I ought to. This new scholar ought to study better. He ought to. He ought to cultivate grateful emotions. He ought to. He worked as hard as he was able to.

959. In epistolary communications, the sign of the infinitive mode is often improperly omitted.—

Please pardon my intrusion. Please excuse my son's absence, and dismiss him at eleven o'clock. Ought such measures be adopted? Ought objections be raised against them? Please forward me an answer immediately. Please write soon.

960. All verbs expressive of hope, desire, intention, or command, must invariably be followed by the *present*, and not the *perfect* of the infinitive. "Last week I intended *to have written*." It ought to be, "Last week I intended *to write*."—*Murray*.

961. The infinitive in the last example is used relatively; it refers to the past action expressed by the verb *intended*, and expresses an action present in past time. To say, 'I intended *to have written*,' presupposes the *writing* to be prior to the intention, which is impossible. Substitute the participle, 'I intended *writing*,' and all doubt respecting the more appropriate form is removed.—

Noah would not have been permitted to have gone. I expected to have visited Richmond last month. I found my friend better than I expected to have found him. I intended to have called on him yesterday. We have done no more than it was our duty to have done. They hoped to have seen me on my journey. I always intended to have rewarded my son according to his merit. It was a pleasure to have received his approbation of my labors. It is long since I commanded him to have done it. The arguments were sufficient to have satisfied all who heard them. Providence did not permit the reign of Julian to have been long and prosperous. It was impossible for those men to have prevented the accident. She is not now the person whom they represented her to have been. I saw him sooner than I expected to have seen him.

LESSON CXXXIX.

EXAMPLES ADAPTED TO RULES XVII AND XVIII.

Them being present, he would not express his opinion. Ungrammatical, because the pronoun *them* is joined with the participle *being* in the case absolute. By Rule XVIII., 'A noun or pronoun, joined with a participle, and governing no verb, is in the nominative case absolute.' Therefore, *them* should be *they*. The sentence should read, *They* being present, he would not express his opinion.

Him having arrived, the meeting was organized. O thee young man, vicious companions are a snare. Whose gray top shall tremble, him descending. Me being young, they treated me more tenderly. Thee only knowing the affair, we can go forward without interruption.

LESSON CXL.

EXAMPLES ADAPTED TO RULE XIX.

I did not think of its being *him*. *Him* should be *he*. By Rule XIX., 'A noun or pronoun following a neuter or passive parti-

clplal noun is in the nominative case absolute, when the participial noun is preceded by a noun or pronoun in the possessive case, either *expressed* or *understood*, referring to the same person or thing.

He had no idea of its being them. They did not dream of its being thee. I had no intimation of its being thee.

LESSON CXLI.

GENERAL RULE OF SYNTAX.

962. In the construction of sentences, the most appropriate words should be selected, and should be arranged in that order which will exhibit the sentiments expressed to the best advantage. A systematic, lucid, and correspondent construction should be carefully preserved throughout every sentence.—

Promiscuous.

He is more bold and active, but not so wise and studious as his companion. Faulty, because the words of this sentence are not arranged in that order which will render the comparison the most expressive, as required by the General Rule of Syntax. It should read, He is more bold and active *than his companion*, but not so wise and studious.—

Sincerity is as valuable, and even more valuable, than knowledge. I do not suppose that we Americans lack a genius, more than the rest of our neighbors. The greatest masters of critical learning differ among one another. No person was ever so perplexed, or sustained the mortifications, as he has done to-day. The deaf man, whose ears were opened, and his tongue loosened, doubtless glorified the great Physician. "O! blest of Heaven, who not the languid songs of luxury, nor the gaudy spoils of pageant(a) Honor can seduce to leave those ever blooming sweets."—*Akenside*. The fear of death, nor hope of life, could make him submit to a dishonest action. An elegant house and furniture were irrecoverably lost. Avarice and cunning may acquire an estate, but avarice and cunning cannot gain friends. The people of this country possess a healthy climate and soil. They enjoy a free constitution and laws. This intelligence not only excited our hopes but fears also. That is a property most men have, or at least may attain. By these happy labors, they who sow and reap will rejoice together.

LESSON CXLII.

963. In the use of words which, in point of time, relate to each other, a due regard to that relation should be observed. Instead of saying, 'The Lord hath given and the Lord hath taken away,' we should say, 'The Lord *gave* and the Lord hath taken away.' Instead of 'I remember the family more than twenty years,' it should be, 'I have remembered the family more than twenty years.'—*Murray*.—

He that was dead, sat up. The next new year's day, I shall be at school three years. Ye will not come unto me, that ye might have life. I have been at Washington a year, and seen the pre-

a Pro. pād/junt.

sident last Summer. After we visited Norfolk, we returned home. Abner will earn his wages, when his service is completed. Be that as it will, he cannot justify his conduct. I should be obliged to him, if he will grant my request. I have compassion on the multitude, because they continue with me now three days. They maintained that Scripture conclusion, 'that all mankind rise from one head.' When the morning was come, they departed. From the little conversation I had with him, he appeared to have been a man of letters. His sea sickness was so great, that I feared he would have died before our arrival. To be censured by him would have been ungenerous. I shall finish my school by the first January. It required so much care, that I thought I should have lost it before I reached home. It would have afforded me great pleasure, to receive his approbation at an earlier period; but to receive it at all, reflected credit upon me. He would have assisted one of his friends, if he could do it without injuring the other; but as that could not have been done, he avoided all interference.

491.

What did you say his name (*is*) was? What did you say was the capital of Alabama? A stranger to the poem would not easily discover that this was verse.—*Murray's Gram.* The doctor, in his lecture, said that fever always produced thirst. An ancient proverb declares, that virtue was its own reward. This is a good way to work sums. I should think it was. They forgot that animation was its essential characteristic. The alchemists supposed that all bodies were composed of salt, sulphur, and mercury.—*Enc.* If I should ask, whether ice and water were two distinct species of things.—*Locke.* He said that five and six were eleven. Is the word *as* an adverb? I should think it was. If one half of a school attended constantly, while the others absented themselves occasionally, what influence would the constancy and punctuality of the former have on the latter? Are we to blame, if we do as well as we know how? We earnestly desire that the Lord might bless us. A man is risen to pursue thee. A deep sleep was fallen upon them. How are the mighty fallen, and the weapons of war perished! After the messengers were departed, they came up out of the well. Anguish is come upon me. The sun went not down, when they were come to the hill of Ammah. It was told Saul that David was escaped from Kei'lah.—*Bible.*

LESSON CXLIII.

964. The auxiliary *have*, in the perfect tense of the subjunctive mode, is by some writers improperly used instead of *hast* and *has*.—*Murray.*

965. In the second person, solemn style, the termination *st* should always be added to *had* of the pluperfect, and *t* should take the place of the second *l* of the future tenses.—

If thou have determined, we must submit. Though thou will not confess, we have proof of thy guilt. Unless he have reformed, we cannot recommend him. Though he have proved his act, he is too generous to exact it. If thou had succeeded, perhaps

thou wouldst not be the happier for it. If thou gave liberally, thou wilt receive a liberal reward. Though thou did injure him, he harbors no resentment. He enlarged on those dangers, that thou might avoid them. If thou would advance in knowledge, be diligent. If thou could convince him, he would be satisfied. Unless thou should make a timely retreat, the enemy will overcome thee.

966. *As far as* is often used where some other word would be more appropriate; as, Peter journeyed *as far as* Plymouth. We can with equal propriety say that he journeyed *as far as* Plymouth, even if he went in an opposite direction. Peter journeyed *that far which* Plymouth is. He journeyed *as many miles as* Plymouth is from the place which he left. It would be better to say, he journeyed *to* Plymouth. *As far as* is sometimes used, where *so far as* would be more appropriate.

As far as I am able to judge, the book is well written. Amos went as far as Washington the first day. I have been as far north of Boston as Haverhill. I extended my researches as far as the Rocky Mountains. I went as far as Gilmanton.

LESSON CXLIV.

The superscription is well wrote. Five goes into twenty, four times. The wheat cost as much dollars as five goes in twenty. Five goes in twenty, four times. What I see, that will I tell thee.—*Bible*. Three days ago, I fell sick.—1 *Sam.* 30, 13. The days were not expired. When Ha'shāi was come unto Absalom, Absalom spake unto him.—*Bible*. "They felt very unkindly towards each other." Who do I sing like? He has a great many blessings. Participles refers to nouns or pronouns. We can improve our time, if we are a mind to. This man was accustomed to work to hard. Every pleasure and every enjoyment may take to themselves wings, and fly away. This construction sounds rather harshly.—*Murray*. Bad books makes superficial scholars. Ignorant parents oftentimes delights in finding fault with their instructors. Conceited pretenders ridicules all improvements in teaching. The conservatives in education evinces a want of candor, and a repugnance to investigation. Look for the two first figures in the left or right hand column; against the two first figures, and under the third will be the logarithm. Find the logarithm of the three first figures as before taught.—*Flint's Sur.*

LESSON CXLV.

What think you of my horse running to-day? A body or assembly of men, who make laws, is styled a legislature. There is a legislature too in every state, who make laws for that state, but not for other states. This inequality arises from the orbit of the earth being an ellipsis. Who is he like? Who does he resemble? I thought I would let the sleigh remain while morning. I will get them two pages. Who wrote the notice? Me. I don't care nothing about it. I extended my walk as far as I was a mind to. What do you multiply the numerator by? What do you divide the product by? Among the most important republican

virtues, are economy or frugality. I cannot see as well as I want to. Add that to your False Syntax, if you are a mind to. I had not rather have gone. Must thee leave for home immediately? This man knows hardly that temperance is a virtue. Was it thee that gave the information? My father used to give my brother and I spelling lessons. Every letter and every syllable should have their proper sound. Both you and your friend have not consulted their interest. I intended to have wrote to you sooner. Persons of an uncultivated taste do not wish to talk correct. He had better mind his own business. Like as a father pitieth his children, so the Lord pitieth them that fear him.—*Ps.* 103, 13. You had better write immediately. I had as lives do the errand as not. You had ought to use good grammar. I thought you was never coming home.

LESSON CXLVI.

Who betrayed her companion? Not me. They can perform the duty better than me. The penmanship was better executed by his brother than he. We adore the Divine Being, he who is from eternity to eternity. David saw that Saul was come. I seen my friends yesterday. I have been taunting school. Let us exult in hope, that all shall yet be well.—*Beattie*. From thence they sailed to Cyprus. Magnificence and splendor is not always indicative of wealth. Ignorant persons is often envious. The sources of intellectual enjoyment is numerous and innumerable. The rude sports of the thoughtless indicates a want of refined sympathy. Much learning show how little mortals knows. Great events often springs from little causes. Temperate persons is healthy and often wealthy. A circle or square are the same in idea.—*Locke*. But whiteness or redness are not in the porphyry.—*Id.* Neither of them (*Tillotson* and *Temple*) are remarkable for precision.—*Blair*. Busy bees drives away idle drones. I see many persons pass yesterday. He done as well as any of them. No part of the state are more beautiful. Stephen travelled as far as Phē-ni'ce and Cyprus.—*Acts* 11, 19. Virtue can't err. The drunkard wo'n't reform. Twenty sheep were pent up in the fold. By these attainments, are the master honored, and the scholars are encouraged. An army present a painful sight to a feeling mind. On these causes, depend human happiness or misery. What kind of a noun is *river*?—*R. C. Smith*. I will wait while to-morrow. The fruit was carried in the cellar. Peter walked from the road in the house. Four boys divided 12 oranges equally between them. I will not go without you do. You had ought to be more careful.

LESSON CXLVII.

I have wrote a letter this evening. Virtuous habits cannot be acquired to soon. A humble man will be respected. He only spoke one word. The man was hung. He hadn't ought to go. She said how that she would write. Where are you going? Who did you speak to? Says I. Says you. The book lays on

the table. The boy is laying down. I meant to have lain the subject before you. He is one of my acquaintance. I have eat heartily. He knows nothing on it. Give me them pens. The Supreme Being is the most wisest, the most powerfulest, and the most best of beings. In reading verse, every appearance of sing-song and tone must be carefully guarded against. Those sort of favors did real injury, under the appearance of kindness. Avoid drunkenness; it impairs mind. The court who countenances such manners, should be exemplary. Who did they appoint to fill the office? Take care that thou breakest not the established rules. Ridicule is the weapon made use of there. Five is into forty-eight goes nine times, and three over. There is no man that is taken so much notice of. Who is most concerned to know Hebrew, a minister or a lawyer? I have got my letters wrote. He was the most ablest monarch of his time. What more can we reasonably look for in this vain and uncertain world? Suspecting not only we, but they also, I avoided all intercourse.

LESSON CXLVIII.

TAUTOLOGY.

967. Words should not be used whose meaning is implied in some preceding word; a needless repetition of the same meaning in different words, is called *tautology*.

968. *To pursue*, or *to follow*, means *to go after*; therefore, *to pursue after*, or *to follow after*, is wrong. *To enter* means *to go in*, or *to come in*; therefore we should not say, *enter in*.

969. *Re* in composition means *back* or *again*. *To revive* means *to bring to life again*. *To return*, *to go*, or *to come back*; *to go* or *to come again*. Therefore we should not say, *revive again*, *return back*, *return again*, *return back again*.

970. It is improper to use *up* in connection with the verbs *raise* and *rise*; and *down*, with the verbs *fell* and *fall*. The word *together* should not be used with *converse*, *gather*, or *collect*. *To converse* means *to talk together*; *to gather*, or *to collect*, *to bring together*.

971. The active voice should not be used for the passive; as, I have work *to do*; a house *to sell*, *to let*, instead of *to be done*, *to be sold*, *to be let*. The word *contemporary* is preferable to *cotemporary*. *Con* is used when the next word begins with a consonant; *co*, when it begins with a vowel; as, *co-equal*. Except *co-partner*.

972. The word *without* should not be used instead of *unless*. *Without* is invariably a preposition; but it is never a conjunction.

PART FIFTH.

PROSODY.

CHAPTER I.

1. Prosody explains the principles of punctuation, enunciation, figures, and versification.

2. Punctuation is the art of assigning to sentences their appropriate points or stops.

3. The points or stops which mark the general divisions of a sentence are, the comma, the semicolon, the period or full stop, the dash, the question point, and the exclamation point.

4. The comma denotes the shortest pause used to mark the divisions of a sentence.

RULE I.

5. Short simple sentences admit no pause except a period at the end; as, "Veracity is a regard for truth." Slander is beneath the dignity of a gentleman.

RULE II.

6. When the nominative is at some distance from the verb, and when the subject of a verb is a sentential noun, there should be a comma immediately before the verb; as, "The cultivation of the mind in serious pursuits, tends to refine the sentiments without debilitating the character." "That the holy Scriptures plainly inculcate obedience to parents as a command, cannot be denied."

RULE III.

7. When compound pronouns govern two verbs, a comma should be inserted before the latter verb,—also before the verb which the antecedent to a relative pronoun governs; as, "Whoever likes to be much alone, is of a solitary turn." "Whatever is much read, will be much criticised." "What is usually done, is done regularly by one or many." "The man who commits common faults, should not be precluded from common indulgence."

RULE IV.

8. "When three or more words of the same kind are closely connected, they must all be separated by commas; as, "The husband, wife, and children suffer extremely." "He, you, and I have our parts assigned us." "The most innocent pleasures are the sweetest, the most rational, the most affecting, and the most lasting." "In a letter, we may advise, exhort, comfort, request, and discuss." "Success depends on acting prudently, steadily, and vigorously in whatever we undertake."—*B. Greenleaf's Punctuation.*

RULE V.

9. If words are connected in pairs, the pairs only are to be separated; as, "Truth is fair and artless, simple and sincere, uniform and consistent." "My hopes and fears, joys and sorrows, centre in you."—*Id.*

RULE VI.

10. When a conjunction is understood between two or more

words of the same part of speech, or between connected adjuncts, the place should be supplied with a comma; as, "Washington was a prudent, enterprising, persevering general." "Knowledge strengthens, expands, elevates the mind." "The miseries of poverty, of sickness, of captivity, would, without hope, be insupportable."—*Rambler*. "Reason, virtue, answer one great aim."

RULE VII.

11. When two simple sentences are connected by conjunctions or connective adverbs, such as *if, though, unless, when, as*, and the like, they should be separated by a comma; as, "*When we make a choice, we express a preference.*" "*As ye have received Christ, so walk ye in him.*" "*Unless the Lord had been my help, my soul had almost dwelt in silence.*" "*If his son ask bread, will he give him a stone?*" "*Though he understand, he will not answer.*"—*Bible*. "Had not a parent's arm supported you, you must have fallen to the earth and perished."—*Channing*.

RULE VIII.

12. Two words of the same parts of speech closely connected by a conjunction, are not separated by a comma; as, "*False hopes and false terrors* are equally to be avoided."—*Johnson*. "*Poetry pleases and instructs.*"

RULE IX.

13. Two words placed in opposition to each other, or, when connected, they are accompanied by adjuncts, are separated by a comma; as, "Many men mistake the love, for the practice of virtue." "Though deep, yet clear; though gentle, yet not dull." "Many things are becoming, 'but one thing is needful.'"—*H. More*. "Keep thy tongue from evil, and thy lips from speaking guile."—*Bible*.

RULE X.

14. Nouns in apposition, when accompanied by an adjunct, must be separated by a comma; as, "Paul, the apostle of the Gentiles, was a distinguished missionary." Two words in apposition, not accompanied by an adjunct, are not separated by a comma; as, "Professor Ware is a firm advocate for temperance." "The apostle John did not suffer martyrdom." "*Ye men of Israel.*" "*They themselves.*" "They call *him* master." "The river *Hudson*."

RULE XI.

15. The simple members of a compound sentence of a dependent construction, whether on adjectives, verbs, participles, pronouns, or other parts of speech; and adjuncts apart from the words to which they belong, are separated by commas; as, "Without intelligence, man is not social; he is only gregarious." "Wit, like every other power, has its boundaries." "Words, being arbitrary, must owe their power to association." "Whatever be the motive of insult, it is always best to overlook it."—*Johnson*. "Having finished his business, he returned home." "Knowing him to be my superior, I submitted." "Flattered and applauded, he became vain." "Destitute of proper information, he declined expressing an opinion."

RULE XII.

16. The case absolute, the infinitive mode absolute, compella-

tives,(a) and sentences introduced by the verb *say*, are separated from the rest of the sentence by commas ; as, "Virtue triumphing, man may rejoice." "To conclude, the exercise of parsing may be made interesting, by interspersing various questions relative to the meaning of words and sentences." "My son, give me thy heart." "Wherefore, sirs, be of good cheer." "Envy, says Dr. Johnson, is, above all other vices, inconsistent with the character of a social being, because it sacrifices truth and kindness to very weak temptations."

RULE XIII.

17. When a verb is understood, a comma is usually inserted ; as, "Homer was the greater genius ; Virgil, the better artist."—*Porter's Anal.* "From law arises security ; from security, curiosity ; from curiosity, knowledge."

RULE XIV.

18. Relative pronouns in the nominative or objective case, are preceded by commas, when the clause which the relative connects ends a sentence ; as, "Sweetness of temper is a quality, which reflects a lustre on every accomplishment."—*B. Greenleaf.* "Self denial is the sacrifice, which virtue must make." The comma is omitted before the relative, when the verb which the antecedent governs, follows the relative clause ; as, "He that suffers by imposture, *has* too often his virtue more impaired than his fortune."—*Johnson.*

RULE XV.

19. When a preposition is followed by a relative pronoun, a comma should be placed before the preposition ; as, "Make no friendship with any, *on whose* veracity you cannot depend." "Politeness is the art of making those persons easy, *with whom* we converse."—*B. Greenleaf.*

RULE XVI.

20. Verbal and sentential nouns, when represented by the inceptive pronoun *it*, and *verbal nouns* following a finite verb, *which*, by transposition, might be made to govern the finite verb, are preceded by commas ; as, "*It* will not take much time to delineate the character of a man of integrity."—*Blair.* "*It* cannot be shown, *that religious teachers cannot be supported without legislative aid.*"—*Wayland.* "The most obvious remedy is, *to withdraw* from all associations."

RULE XVII.

21. The word *as* before an example for illustration is followed by a comma ; adverbial phrases and the words *however*, *hence*, *first*, *secondly*, *formerly*, *lastly*, *finally*, and others of similar import, are generally separated from the context by a comma ; as, "It is, however, the task of criticism, to establish principles." "Remember thy first and best friend ; *formerly*, the supporter of thy infancy ; *now*, the guardian of thy youth." "*Finally*, I shall only repeat what has been often justly said."—*Murray.*

^a Compellatives,—words of the second person in the nominative case independent.

CHAPTER II.

SEMICOLON.

22. The semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma.—*Murray*.

RULE I.

23. Two or more simple sentences, each having a finite verb and a nominative case expressed, may be separated by a semicolon ; as, "The term insurrection is general ; it is used in a good or bad sense, according to the nature of the power against which one rises up ; sedition and rebellion are more specific ; they are always taken in the bad sense of unhallowed opposition to lawful authority."—*Crabb*.

RULE II.

24. General divisions, each separated into smaller ones by commas, are marked by a semicolon ; as, "The signs of the present tense of the potential mode, are may, can, must ; of the imperfect, might, could, would, and should ; of the perfect, may have, can have, must have ; of the pluperfect, might have, could have, would have, should have."

RULE III.

25. Simple sentences which are short, and which are sufficiently independent to be closed with a period, may be separated by a semicolon ; as, "A friend cannot be known in prosperity ; an enemy cannot be hid in adversity." "Straws swim upon the surface ; but pearls lie at the bottom."

RULE IV.

26. The semicolon is used before the word *as*, when an example or quotation is introduced, and when any instructive sentiment is uttered ; as, "The Scriptures give us an amiable representation of the Deity in these words ; 'God is love.'"

RULE V.

27. The conjunction *for* is generally preceded by a semicolon ; as, "Blessed are the peacemakers ; *for* they shall be called the children of God." "Do not flatter yourself with the hope of perfect happiness ; *for* there is no such thing in the world."

RULE VI.

28. Several members of a compound sentence, having a general dependence by means of a pronoun, may be separated by a semicolon ; as, "Wisdom hath builded her house ; *she* hath hewn out her seven pillars ; *she* hath killed her beasts ; *she* hath mingled her wine ; *she* hath also furnished her table."—*Proverbs*.

RULE VII.

29. When words of synonymous meaning require a longer pause than a comma, a semicolon may be used, or a comma and a dash ; as, "Verbs have six tenses ; the present, the imperfect, the perfect, the pluperfect, the future, and the future perfect." "Nouns have three cases,—the nominative, the possessive, and the objective."

COLON.

30. "The colon is of little use ; the difference between the colon and semicolon is so small, that the two pauses are frequently

confounded, as may be seen in our present version of the Proverbs. It is said that a colon should be placed before a quotation; but I consider the use of the semicolon preferable. I conceive the colon might be rejected without injury to the perspicuity of sentences, and punctuation very much simplified by substituting the semicolon and the full point."—*Dr. Webster.*

PERIOD.

31. The period or full stop denotes the end of a complete sentence. It closes the end of a verse, stanza, paragraph, section, lesson, chapter, or division of a subject.

32. The period is used after initials (*b*) or abbreviations, which stand for whole words; as, P. S. stand for the two Latin words *post scriptum*,—meaning *after writing*, denoting something written afterwards. Do. is abbreviated for the Italian word *ditto*; Va. for *Virginia*.

QUESTION POINT.

33. A question point is used at the end of an interrogative sentence. This pause is generally longer than that of a period.

34. All questions, whether directed to another or to one's self, should end with a question point; as, "Who is the Lord?" "Who adorned the heavens with such exquisite beauty?" "Is this a mother's love?"—*Montgomery.*

35. Two or more questions closely connected, may be conveniently separated by a comma, and the question point only be subjoined to the last; as, "Who is David, and who is the son of Jesse?"

36. A question point should not be employed, in cases where it is only said a question has been asked, and where the words are not used as a question; "The Cyprians asked me, why I wept." The interrogative form would be, "The Cyprians said to me, 'Why dost thou weep?'"—*Murray.*

EXCLAMATION POINT.

37. The exclamation point is used after words or sentences that express a sudden or passionate emotion of the mind; as, "Oh! bless the Lord, my soul!"—*Watts.* "Oh! for a closer walk with God!"—*Cowper.* O come! loud anthems let us sing!—*Tate and Brady.*

Oh turn! great Ruler of the skies,
Turn from my sin thy searching eyes!—*Babcock*

Hark! what mean those holy voices,
Sweetly sounding through the skies?

Lo! the angelic host rejoices!

Heavenly hallelujahs rise!—*Cawood.*

38. Interrogative sentences, expressing strong mental emotion should be followed by an exclamation point; as, "What condemnation!" "What is more amiable than virtue!" "Who can sufficiently express the goodness of our Creator!"

DASH.

39. The dash is used where a sentence breaks off abruptly, where the pauses are of indefinite length, and where neither a comma nor a semicolon can be so appropriately used.

b An initial is the first letter only of a word; as, *G. W.* are the initials for *George Washington*. To abbreviate is to shorten. An abbreviation is a shortening;—one or more letters standing for a whole word.

40. Any sudden turn or unexpected change in the sentiment, or any word upon which it is necessary to dwell or pause longer than at a comma or semicolon, should be followed by a dash; as, "If thou art he, so much respected once—but oh! how fallen!"

"Impatience hence be far—and far be pride.

Be piety my comfort—Faith my guide."

Here lies the great—False marble, where?

Nothing but sordid dust lies here.—*Young*.

41. A dash after a comma or a semicolon lengthens the pause one half; after a period, question, or exclamation point, it denotes a change of the subject.

42. A comma and a dash are frequently used instead of a parenthesis; as, "Every planet,—as the Creator has made nothing in vain,—is most probably inhabited."

PARENTHESIS.

43. The parenthesis includes some useful remark introduced into the body of a sentence, which may be omitted without injuring the grammatical construction; as, "Know ye not, brethren, (for I speak to them that know the law,) how that the law hath dominion over a man as long as he liveth?"—*St. Paul*.

"Know this truth, (enough for man to know,)

Virtue alone is happiness below."—*Pope*.

44. The parenthesis is used to include a word or sentence furnished by an annotator, and intended to supply some useful hint for illustration, or some supposed deficiency; as,

"Where now (are) the solemn shade,

Verdure and bloom where many branches meet?"—*Bryant*.

OTHER CHARACTERS USED.

45. The *apostrophe*, which is a comma placed over a word, is used to point out the possessive case of nouns, or the suppression of one or more letters in a word; as, The *boys'* handkerchief; the *ladies'* gowns; *ne'er* for *never*; *'tis* for *it is*; *tho'* for *though*.

46. A *hyphen* is a short dash. The hyphen is used to join the simple parts of a compound word; as, *short-sighted*, *sing-song*, *three-leaved*. It is also used when one part of a word, which is divided, is written or printed at the end of a line, and the other part begins the next line. The hyphen should be placed at the end of the first line, and not at the beginning of the second.

47. A *caret* is an inverted Δ placed under a word. *Caret* means *it is wanting*; the *caret* tells where letters, words, or sentences that have been left out by mistake, should be inserted.

48. The *quotation marks* point out words, phrases, or sentences taken from another author. Double or single inverted commas are placed before a quotation; and direct ones are placed after it. A quotation within a quotation may be set off by single quotation marks.

49. (¶) The *paragraph* denotes the beginning of a new subject, and is principally used in the Bible. The general divisions of a composition are called *paragraphs*.

50. (☞) The *index* directs the observer's attention to something very important or remarkable.

51. (⌋) The *brace* unites a triplet, or connects words of the same import or general relation.

52. (..) The *dieresis*, placed over one of two vowels, shows that they should form distinct syllables.

53. (—) The *macron* distinguishes a long syllable; as, nitre.

54. (˘) The *breve* distinguishes a short syllable; as, mǎnner.

55. (Δ) The *circumflex* usually distinguishes the broad sound; as, eclâť.

56. (') The *acute* accent points to the left hand; as in fan'cy. The *grave* accent points to the right; as in favor.

57. (—) or (****) The *ellipsis* shows the omission of some letters, or the suppression of some words or sentences from the general connection.

58. Stars, obelisks, parallel lines, numerals, and letters of the alphabet, are used to refer the reader to the bottom of the page.

CHAPTER III.

Examples to be punctuated. Promiscuous.

The word *namely* is preceded by a semicolon or a comma and a dash and is followed by a comma. Capt Cook circumnavigated the world Polynesia means many islands A perfidious(a) friend is dangerous a cold friend is useless a zealous friend alone is worthy of our confidence Incognito says Dr Webster is an adverb and means in concealment—in a disguise of the real person. Hermeneutics is the art of finding the meaning of an author's words and phrases and of explaining it to others. A dilettante(b) says Burke is one who delights in promoting science or the fine arts. Three nouns end with ly namely ally anomaly and contumely. Frost and suns water and air equally promote the growth of plants.—*Dr. Good.* Wit and dulness genius and idiotism run in direct streams from generation to generation.—*Id.* Whatever is incompatible with the highest dignity of our nature should indeed be excluded from our conversation.—*Hawkesworth* Let usefulness and beneficence not ostentation and vanity direct the train of your pursuits. Benjamin West once president of the royal academy in London a native of Springfield Pennsylvania was an American by birth. His father John West was a member of the Society of Friends. As not every instance of similitude can be considered as a proof of imitation, so not every imitation ought to be considered as a plagiarism.—*Rambler* No people can be great who have ceased to be virtuous *Johnson* Women are always most observed when they seem themselves least to observe *Rambler* The instructor by continued effort and useful discipline qualifies his pupil for future usefulness. A simple sentence however when it is a long one and the nominative case is accompanied with inseparable adjuncts, may admit of a pause immediately before the verb *Murray*. When participles are followed by something that depends upon them they are generally separated from the rest of the sentence by a comma *Id* When a conjunction is divided by a phrase or sentence from the verb to which it belongs such intervening phrase or sentence has usually a comma at each

a Pro. per-fid/yŭs.

b Pro. dil-et-tan'te.

extremity Compellatives have commas after them and with their adjuncts are preceded and followed by commas when not at the beginning or end of sentences The word provided when it refers to the following sentence joined with it in the case absolute is preceded by a comma U S A are abbreviations for United States of America. Ms and Mass are abbreviations for Massachusetts. Pa and Penn are abbreviations for Pennsylvania. That every day has its pains and sorrows is universally experienced, and almost universally confessed. He that cannot live well to-day says the poet Martial will be less qualified to live well to-morrow He who tells you the faults of others intends to tell others your faults. Obey promptly that you may learn to deserve to command Without application the finest talents are worthless and with it the humblest are valuable.

CHAPTER IV.

The numerical figures 1 2 3 4 5 6 7 8 9 0 were first conveyed to Europe by the Arabians who obtained them from the Indians about the year 900 The Roman numerals M D C L X V I have been used throughout Europe for many centuries The art of dyeing in its limited sense consists in communicating some permanent color to articles used in clothing *Bk. Fine Arts.* Gilford April 1 1836 Sandbornton Sept 4 1839 New London N. H Feb. 27 1839 Nathan Lord D D Pres of D College. Rev Francis Brown Hanover New Hampshire. The tomb had this motto inscribed upon it memento mori A treaty of peace was ratified with England Feb 17 1815 George Washington died Dec 14 1799 John Adams and Thomas Jefferson died July 4 1826 James Monroe died July 4 1831 James Madison died June 28 1836 The United States of America have had ten Presidents namely George Washington John Adams Thomas Jefferson James Madison James Monroe John Quincy Adams Andrew Jackson Martin Van Buren William Henry Harrison and John Tyler There have been ten Vice Presidents namely John Adams Thomas Jefferson Aaron Burr George Clinton Elbridge Gerry Daniel D Tompkins John C Calhoun Martin Van Buren Richard M Johnson and John Tyler Providence and prudence are both derived from the verb to provide but the former expresses the particular act of providing the latter is the habit of providing *Crabbe* It should be a general rule never to utter any thing in conversation which would justly dishonor us if it should be reported to the world

CHAPTER V.

An upright minister asks *what* recommends a man a corrupt minister *who* Pride like the magnet points to one object self but unlike the magnet it has no attractive pole but at all points repels Gaming is the child of avarice but the parent of prodigality All who have been great and good without Christianity would have been much better and greater with it Corruption is like a ball of snow when once set a rolling it must increase If you want

enemies excel others if you want friends let others excel you If an author writes better than his contemporaries they will term him a plagiarist if as well a pretender but if worse he may stand some chance of commendation Contemporaries appreciate the man rather than the merit but posterity will regard the merit rather than the man Those illustrious men who like torches have consumed themselves in order to enlighten others have often lived unrewarded and died unlamented The greatest friend of truth is Time her greatest enemy is Prejudice, and her constant companion is Humility The keenest abuse of our enemies will not hurt us so much in the estimation of the discerning as the injudicious praise of our friends The envious praise only that which they can surpass but that which surpasses them they censure Envy if surrounded by the brightness of another's prosperity like the scorpion confined within a circle of fire will sting itself to death Some men of a secluded and studious life have sent forth from their closet or their cloister rays of intellectual light that have agitated courts and revolutionized kingdoms like the moon that far removed from the ocean and shining upon it with a serene and sober light is the chief cause of all those ebbings and flowings which incessantly disturb that world of waters *Lacon* My son help thy father in his age and grieve him not as long as he liveth If his understanding fail have patience with him and despise him not when thou art in thy full strength Dishonor not a man in his old age for even some of us wax old There is nothing more unworthy the dignity of human nature than to insult the calamities of the unfortunate—*Sk Book* Hail is formed from rain congealed in its descent by the coolness of the atmosphere *Id* There are eleven primary planets in the solar system namely Mercury Venus Earth Mars Vesta Juno Ceres Pallas Jupiter Saturn and Herschel The apostles Peter and Paul were crucified by Nero a Roman emperor in the year sixty-seven Glass windows began to be used in England in private houses the year one thousand one hundred and eighty Roger Bacon invented gunpowder A D one thousand two hundred and eighty America was discovered by Christopher Columbus a native of Genoa the twenty-third day of Oct A D one thousand four hundred and ninety-two Printing was invented A D one thousand four hundred and forty-four

CHAPTER VI.

On me when dunces are satiric
I take it for a panegyric *Swift*
The private path the secret acts of
men
It noble far the noblest of their lives

Pope

The noble wear disaster
As an angel wears his wings
To elevate and glorify *Milman*
Our harps we left by Babel's streams
The tyrant's jest, the Gentile's scorn
No censor round our altar beams
And mute are timbr'd trump and horn
But thou hast said the blood of goat

The flesh of rams I will not prize
A contrite heart an humble thought
Are mine acceptable sacrifice *Scott*
When breezes are soft and skies are
fair

I steal an hour from study and care
And hie me away to the woodland
scene

Where wanders the stream with waters of green
As if the bright fringe of herbs on its
brink

Had given their stain to the wave they
drink

And they whose meadows it murmurs
through
Have named the stream from its own
fair hue *Bryant*

INTEGRITY.

The man of pure and simple heart
Through life disdains a double part
He never needs the screen of lies
His inward bosom to disguise *Anon*

BEST USE OF RICHES

When wealth to virtuous hands is
given
It blesses like the dews of heaven
Like heaven it hears the orphans'
cries
And wipes the tears from widows'
eyes *Anon*

CHOICE OF FRIENDS

Who friendship with a knave has
made
Is judged a partner in the trade
'Tis thus that on the choice of friends
Our good or evil name depends *Cowper*

FOLLY OF ENVY

Can you discern another's mind
Why is't you envy Envy's blind
Tell Envy when she would annoy
That thousands want what you enjoy
Anon

IMPROVEMENT OF TIME

Defer not till to-morrow to be wise
To-morrow's sun to thee may never
rise *Young*

CENSORIOUSNESS REPROVED

In other men we faults can spy
And blame the mote that dims their
eye
Each little speck and blemish find
To our own stronger errors bind

Ere we remark another's sin
Let our own conscience look within
Anon

WIT

True wit is nature to advantage dress-
ed
What oft was thought but ne'er so
well expressed
Something whose truth convinced at
sight we find
That gives us back the image of our
mind *Pope*
'Tis hard to say if greater want of
skill
Appear in writing or in judging ill
But of the two less dangerous is the
offence
To tire our patience than mislead our
sense
Some few in that but numbers err in
this
Ten censure wrong for one who writes
amiss *Id*

THE MISER

Unnumbered maladies his joints in-
vade
Lay siege to life and press the dire
blockade
But unextinguished avarice still re-
mains
And dreaded losses aggravate his pains
He turns with anxious heart and crip-
pled hands
His bonds of debts and mortgages of
lands
Or views his coffers with suspicious
eyes
Unlocks his gold and counts it till he
dies *Dr Johnson*

VERSIFICATION.

CHAPTER I.

1. Versification is the art of composing verse according to the rules of metrical composition.

QUANTITY.

2. The quantity of a syllable is the length of time which is occupied in pronouncing it. Syllables, with regard to quantity, are considered either long or short.

3. "A long syllable generally requires double the time of a short one in pronouncing it."—*Murray*.

4. A verse is a line, consisting of a certain number of long and short syllables, disposed according to poetic rules.

5. Verse is so called, because, when a line is ended, we turn back, and begin a new line.

6. Rhyme is the correspondence of sound between the last syllables of different lines. Blank verse has no rhyme.

7. The parts into which verse is divided, are called feet.

8. Scanning is the division of verses into the feet of which they are composed.

9. All poetic feet consist of two or three syllables.

10. The poetic feet which are most used in the English language, are

the Iambus, the Trochee, and the Anapæst. The adjectives of these are Iambic, Trochaic, and Anapæstic.

11. The Iambic foot consists of two syllables, the first *short*, and the second *long*. The *breve* (˘) is used to denote a syllable short in quantity, and the *hyphen*, or *macron*, (—) one long in quantity.

EXAMPLE OF IAMBICS.

'Tis strange, the miser should his cares employ
To gain those riches he can ne'er enjoy.—*Pope*.

12. The Trochee is a foot which consists of two syllables, the first *long*, and the second *short*.

EXAMPLE OF TROCHAIC VERSE.

God is goodness, wisdom, power;
Love him, praise him evermore.—*Pratt*.

13. The Anapæst is a poetic foot which consists of three syllables, the first two *short*, and the last *long*.

EXAMPLE OF ANAPÆSTIC VERSE.

From the centre all round to the sea,
I am lord of the fowl and the brute.—*Cowper*.

14. Other poetic feet are occasionally used, such as the Dactyl, the Spondee, the Pyrrhic, the Tribach, and the Amphibrach. The adjectives of these are Dactylic, Spondaic, Pyrrhic, Tribrachtic, and Amphibrachtic.

15. The Dactyl is a poetic foot which consists of three syllables, the first long, and the last two short; as,

"From the low pleasures of this fallen nature,
Rise we to higher," &c.

16. The Spondee is a poetic foot which consists of two long syllables, and may occupy any place in the line.

EXAMPLE.

"Load the tall bark and launch into the main."
"See the bold youth strain up the threatening steep."

17. The Pyrrhic has two short syllables.

EXAMPLE.

"That on weak wings from far pursues your flight."
"The dying gales that pant upon the trees."—*Byron*.

18. The Tribach has three short syllables.

EXAMPLE.

Old ocean's gray and melancholy waste.—*Bryant*.

19. The Amphibrach has three syllables, the first and the last short, and the middle one long.

"O'er many a frozen, many a fiery Alp."

CHAPTER II.

POETIC PAUSES.

20. The pause at the end of a line in poetry, is called the poetic pause, and, when no point is used, is nearly the length of a comma.

21. The pauses which divide the line into equal or unequal parts, are called cæsural pauses; the pause which takes place at the end of a line, is called the final or closing pause.

22. The cæsura(a) is commonly on the fourth, fifth or sixth syllable of heroic verse.

23. On the fourth syllable, or at the end of the second foot; as,
The silver eel" in shining volumes rolled,
The yellow carp" in scales bedropped with gold.

24. On the fifth syllable, or in the middle of the third foot; as,

a Pro. sē-rū'rāk. Demi, hemi, and semi, mean half.

Round broken columns" clasping ivy twined,
O'er heaps of ruin" stalked the stately hind.

25. On the sixth syllable, or at the end of the third foot; as,
Oh! say what stranger cause" yet unexplored,
Could make a gentle belle" reject a lord?

26. A line may be divided into three portions by *cæsuras*. The semi-pauses may be called *demicæsuras*; as,
"Glow's while he reads" but trembles' as he writes.
Reason' is the card" but passion' is the gale.
Rides' in the whirlwind" and directs' the storm."—*Murray*.

CHAPTER III.

27. Metrical composition is called poetry. Poetry, whether in prose or poetic form, is a speaking picture or representation of the ideas of the mind.

28. The natural language of man, unrestricted by poetic measure, is called prose.

29. The divisions of hymns and psalms which contain every variation of measure sung in any kind of metre, are called *stanzas*, and frequently, though improperly, *verses*.

KINDS OF METRE.

30. The kinds of metre in most general use, are *long*, *short*, *common*, *hallelujah*, and *particular* metres.

31. When each line of a hymn has eight syllables, it is in *long* metre.

32. When the third line of a stanza has eight syllables, and the rest have six syllables, the hymn is in *short* metre.

33. When the first and third lines of a stanza have eight syllables, and the remaining two have six syllables, the hymn is in *common* metre.

34. When the first four lines have each six syllables, and the last four separated into couplets have each four syllables, or, instead of the last four, two lines are in long metre, the hymn is in *hallelujah* metre.

35. Stanzas in *particular* metre are of various kinds, and are not subject to any definable rules.

CHAPTER IV.

ENUNCIATION.

1. Enunciation is the art of vocal utterance, and embraces the principles of pronunciation and of elocution.

2. Pronunciation relates to the utterance of words by articulation separately, and investigates the powers of the letters and the principles of accent.

3. The right pronunciation of words is called *orthöpy*.

4. Accent(*a*) is a greater stress of voice laid on one syllable in a word than on the rest; as in the word *confine'*, the accent is on the second syllable *fine*.

5. Every word of more than one syllable in the English language, has *one* of its syllables accented, except the word *a'men'*.

a For information respecting the powers of the letters, see Orthography.

6. Most words of more than two syllables have a *secondary* accent: as in the words *necessary* and *interesting*, the *primary* accent is on the syllables *ac* and *in*, and the *secondary* accent is on *sa* and *est*.

7. In trisyllables where the middle syllable is accented, there is no secondary accent; as in the words *Creator* and *spectator*. (*b*)

8. Elocution relates to the articulation of words as they stand connected in sentences.

9. Elocution explains the principles of emphasis, pauses, tones, and the inflections or bendings of the voice.

EMPHASIS.

10. Emphasis is a greater stress of voice on one word in a sentence than on the others.

11. The ground work of emphasis is *contrast*; as, *virtue* purifies the mind;—*vice* corrupts it. *Virtue* and *vice* are in opposition to each other, and are emphatical.

12. In the enunciation of emphatic words, there should be a slight pause after them or their adjuncts; as, *man* is endowed with reason. The appropriate pause after *man* indicates the implied contrast between man and the rest of the animate creation.

13. Emphasis frequently changes the accent; as, he is *ascending*, while I am *descending*. “He shall *increase*, but I shall *decrease*.” In the words *ascending*, *descending*, *increase*, and *decrease*, the accent is changed from the *second* syllable to the first.

PAUSES.

14. Pauses in speaking or reading are a temporary cessation of the voice.

15. There are two kinds of pauses, sentential and emphatic.

16. Sentential pauses are those marked by the characters used in punctuation, such as the comma, period, and the like.

17. Emphatic pauses are those made after words of expressed or implied emphasis.

18. Pauses in reading should be adapted to the nature of the subject and the style of the composition.

TONES.

19. Tones are the modulations of the voice, or the variations of sound which are employed in expressing our sentiments.

20. Tones affect not only sentences and paragraphs, but even the whole of a discourse. It is of the highest importance that they should be natural, because they constitute the beauty and harmony of expression.

21. Monotony is a sameness of tone or sound, and is very offensive to an accomplished reader.

22. A monotone is a single unvaried tone in the enunciation of several successive words, and oftentimes adds to the beauty and variety of expression; as, *Praise ye the Lord. Thou art the man. Blessing, and honour, and glory, and dominion, be to Him who sitteth on the throne and to the Lamb forever.*—*Bible*.

INFLECTIONS.

23. Inflections are the various modulations of the voice in speaking or reading.

^b The principles of orthoëpy and accent are clearly explained in Walker's Critical Pronouncing Dictionary.

24. When the voice ascends from a lower to a higher note or pitch of sound, it has the *rising* inflection ; as, Did you see your brother?

25. When the voice descends from a higher to a lower note or pitch of sound, it has the *falling* inflection ; as, Where did you find your brother?

26. When a question is asked with any of the interrogative words *how, who, whose, whom, which, what, when, where, whence, why, wherefore, whither, or whether*, the voice has the *falling* inflection ; "and usually the *rising* inflection in reading a question beginning with a *verb*."

27. The *direct* question, or that which admits the answer of *yes* or *no*, has the rising inflection, and the answer has the falling ; as, Are they Hebrews? So am I'.—*Porter's Analysis*.

28. The *indirect* question, or that which is not answered by *yes* or *no*, has the falling inflection, and its answer has the same ; as, Why do you prevaricate?—*Id*.

29. When the disjunctive *or* connects words or clauses, it has the rising inflection before, and the falling after it ; as, Shall I come to you with a rod', or in love?—*Id*.

30. When the word *or* is conjunctive, or comes between mere alternatives of the same meaning, it is preceded and followed by the same inflection ; as, Ought not *virtue*', or *moral goodness* , to shield us from the shafts of calumny'?

CHAPTER V.

FIGURES.

1. A figure, in the science of grammar, is a departure from the common form of words, from the established rules of syntactical construction, or from the use of language according to its literal meaning.

2. There are etymological, syntactical, and rhetorical figures.

ETYMOLOGICAL FIGURES.

3. An etymological figure is a departure from the common form of words.

4. There are six etymological figures,—Apostrophe, Diæresis, Paragoge, Prosthesis, Syncope, and Synæresis.

5. Apostrophe is the contraction of a word by the omission of one or more of its letters ; as, 'tis, tho', obey'd, can't, wo'n't, and strength'ning, for it is, though, obeyed, cannot, woll not, and strengthening. The comma used may also be called an *apostrophe*.

6. Diæresis is the separation of two vowels, which might otherwise be taken for a diphthong ; as, ærial, zoology.

7. Paragoge is the addition of an expletive(*a*) letter or syllable at the end of a word ; as, deary for dear ; withouten for without ; agone for ago ; steepy for steep ; stilly for still.

8. Prosthesis is the prefixing of an expletive letter or syllable to a word ; as, appay, apperil, appertinent, beloved, beknow, and evacate,—instead of pay, peril. pertinent, loved, know, and vacate.

a A word used to fill space or for ornament.

9. Syncope is the taking of one or more letters from the middle of a word; as, *has, hast, wilt, mightst, couldst, mayst, last*, instead of *haves, havest, wiltest, mightest, couldst, mayest, and latest*.

10. Synæresis is the compression of two syllables into one; as, *saved*, instead of *sav'ed*—*confined*, instead of *confin'ed*.

SYNTACTICAL FIGURES.

11. A syntactical figure is a departure from the established rules of syntactical construction.

12. There are eight syntactical figures,—Anomaly, Archaism, Ellipsis, Enallage, Idiom, Hyperbaton, Pleonasm, and Tmesis.

13. An Anomaly is a departure from the general rules of language. The use of irregular verbs and adjectives for regular ones, is an *anomaly*. The plural form for the singular, as in the word *news*, and the irregular plurals, *men, oxen*, and *swine*, are anomalies, because they deviate from general rules.

14. Archaism is the use of an ancient or obsolete word, phrase, or expression; as, *sitten* for *sat*; *agone* for *ago*; *holden* for *held*.

15. Ellipsis is the omission of words which must be supplied in parsing to complete the syntactical construction, but which are not absolutely necessary to explain the signification of what is expressed. See Ellipsis in Syntax, 767, &c.

16. Enallage is the use of one part of speech for another, or one construction for another. Adjectives are used for adverbs; as,

Fainter, (more faintly,) at first,
They, straggling, rise.—*Thomson*.

“Weeds and flowers *promiscuous*(ly) shoot.”

The objective for the nominative; as,

Which when Beelzebub perceived, *than whom*(b) (who)

Satan except, none higher sat.—*Milton*.

One part of speech is used technically for another; as, Whether the charmer *sinner* it or *saint* it.—*Pope*. *If* is an important word. *Am* is a verb.—*Nutting*. I have waited until *now*.

In Burlesque, the nominative is sometimes used for the objective; as,

Then, lest with Greek he overrun *ye*,
Procure the book for love or money.—*Swift*.

The Active is sometimes used for the Passive; as, A house to et,—(to be let.) A farm to sell,—(to be sold.) One tense is sometimes used for another in poetry; as, The sun has *rose*, (has risen.)—*Swift*. He should have *fell*,—(fallen.)—*Prior*. Some disaster has *befell*,—(befallen.)—*Gay*.

17. Hyperbaton is the inversion or transposition of words, or the placing of that word last which should be first. The preposition sometimes comes after its objective; as,

Salvation! let the echo fly
The spacious *earth* around.—*Watts*.
The Muses fair, *these peaceful shades* among,
With skilful fingers sweep the trembling strings.—*Lloyd*.

^b The use of *whom* after *than* seems to be a solecism too palpable to be tolerated. This phraseology is avoided by correct writers. The use of *who* is preferable, as the nominative of personal pronouns is always used.

The objective frequently precedes the verb which governs it; as,
 Intent the *public debts to pay*,
 Like prudent Fabius, by delay.—*Swift*.

The gods *these armies and this force employ*.—*Pope*.

What say you now? What comfort have we now?—*Shaks*.

The predicate becomes the subject, and the subject the predicate; as, *Who art thou? Who am I?*—*Bible*. *Who are you?*—*Shaks*. *It is I* that wrote the letter.

The relative frequently precedes its antecedent; as, *Whom ye ignorantly worship, him declare I unto you*.—*Bible*.

18. An Idiom,—from the French word *idiome*, or the Latin *idioma*,—is a mode of expression peculiar to a language, and it may be an anomaly, or it may not be one; as, *It is* our duty, to improve our time. The use of the inceptive pronoun *it*, instead of the regular construction,—*To improve* our time is our duty,—is an *idiom* or *idiomatic* form of expression peculiar to the English language, and to no other.

19. Pleonasm or tautology is the use of a greater number of words than is necessary to express the meaning; as, The God of heaven, *he* will prosper us. Thy rod and thy staff, *they* comfort me. “They returned *back again* to the *same* city *from whence* they came *forth*.”—*Bible*.

The great, the gay, shall *they* partake

The heaven that thou alone canst make?—*Cowper*.

My banks, *they* are furnished with bees,

Whose murmur invites one to sleep.—*Shenstone*.

Emphatic repetitions are occasionally admissible; as, “Love, and *love* only, is the loan for love.” But unemphatic repetitions of words of the same import, are among the greatest faults of written composition.

20. Tmesis is the separation of the parts of a compound word by the insertion of a word between them; as, On *what* objects *soever* we fix our attention, every thing bespeaks the work of an Almighty hand. *How* affecting *soever* may be a death-bed scene, it is an infallible mirror of our own mortality. What is the exceeding greatness of his power *to us-ward*, who believe?—*Bible*.

RHETORICAL FIGURES.

21. A rhetorical figure is a departure from the use of language according to its literal meaning.

22. Rhetorical figures are usually called *tropes*. Trope is from the Greek word *trō-pē*, which signifies a *turning*, and implies the turning of a word from its original signification.

23. Tropes which express words different from their literal signification, are called *verbal tropes*.

24. Tropes which express words according to their literal meaning, but change the sentiment, are called *sentimental tropes*.

25. The principal verbal tropes are Metaphor, Allegory, Metonymy, Metalepsis, Synecdoche, Hyperbole, Irony, and Antonomasia.

26. A Metaphor is a comparison reduced to a single word; or is a figure implying comparison without the signs of comparison; as, “That man is a *fox*,” is a metaphor; but, “That man is like a fox,” is a comparison.

27. Metaphor is founded entirely on the supposed resemblance, which one object bears to another.

EXAMPLES.

"Thou art *my rock* and *my fortress*." "Thy word is a *lamp* to my feet, and a *light* to my path." "I will be unto her a *wall of fire*."—*Bible*. Man! thou pendulum betwixt a smile and tear.—*Byron*.

28. An Allegory is a metaphor which extends through successive sentences, and from which we are left to infer the meaning of the speaker or writer, by the resemblance of the secondary to the primary object. It is a mental picture in words.

In the eightieth Psalm, the Israelites are represented under the image of a vine; as, "Thou hast brought a *vine* out of Egypt; thou hast cast out the heathen, and planted *it*. Thou preparedst room before *it*, and didst cause *it* to take deep root; and *it* filled the land. The hills were covered with the shadow of *it*; and the boughs *thereof* were like the goodly cedars. *She* sent out *her* boughs into the sea, and *her* branches into the river. Why hast thou broken down *her* hedges, so that all they which do pass by the way do pluck *her*? The boar out of the wood doth waste *it*, and the wild beast out of the field doth devour *it*. Return, we beseech thee, O God of hosts, look down from heaven, and behold, and visit this *vine*." See Ezekiel, 17, 22—24. Parables, fables, and riddles, are a species of allegories.

29. A Metonymy is the substituting the name of one thing for that of another to which it bears some relation; as when the cause is put for the effect,—when the effect is put for the cause,—the container for what is contained, and sometimes the contained for the container,—and the sign for the thing signified; as, 'The scholar has read *Cicero*,' meaning *his works* or Orations; here the cause is put for the effect, "*Gray hairs* should be respected;" here the effect is put for the cause, *gray hairs* meaning *old age*. In the phrase, "*the kettle* boils," the name of the container is assumed for that of the thing contained. "To assume the sceptre," is an indication of *kingly power*, the sign being put for the thing signified.

30. A Metalepsis is the continuation of a trope in one word through a succession of significations, or the union of two or more tropes of a different kind in one word, so that several intervening senses come between the word expressed and the thing intended; as, "In one *Cæsar*, there are many Mariuses." Marius is put for any ambitious, turbulent man, and this, by a metonymy of the cause, for the ill effects of such a temper to the public—*Bailey. Enc.*

31. A Synecdoche is a figure in which a word is made to mean more or less than its literal signification; as,

1. When the whole is put for a part, or a part for the whole; as, we frequently use the *head* to indicate the *whole person*,—the *briny waves* for *the ocean*,—the earth for any particular part of it.

2. When the abstract noun is used instead of an adjective and an article; as, *youth, beauty, and energy*, for *the young, the beautiful, and the energetic*.

3. When the singular is put for the plural, or the plural for the singular; as, *The soldier* (*all soldiers*) should be loyal; the *great waters* for *the sea or ocean*.

4. When the material is put for the thing made of it; as, *This pine* (house) protects us.

32. An Hyperbole is a figure of speech which represents things more or less than the truth,—to be much better or worse than they really are; as, 'As swift as the wind,'—"as white as snow," and the customary forms of compliment, are extravagant hyperboles.

33. Irony is expressing ourselves contrary to what we mean; as, we say of a bad poet, he is a Milton,—of an ordinary grammarian, he is an Aristarchus. This figure often adds much to the force and beauty of expression. Elijah, the prophet, challenges the priests of Baal to prove the truth of their deity in the following pointed language,—"*Elijah* said,

Cry aloud, for he is a god ; either he is talking, or he is pursuing, or he is on a journey, or peradventure he sleepeth, and must be waked."

Any thing said by way of bitter raillery, or in an insulting manner, is called Sarcasm.

34. Antonomasia is the use of the name of some office, dignity, profession, science, or trade, instead of the true name of the person ; as, when his *majesty* is used for the *king*.—*Dr. Webster*. A proper name, under this figure, is sometimes used for a common one.

Who follow next a double danger bring,

Not only hating David, but *the king*.—*Dryden*.

The king is employed to denote the royalty.

I do the most that friendship can ;

I hate the *viceroi*, love the man.—*Swift*.

The viceroy is used for the *vicereignty*.

He is a Cræsus, (a rich man ;) a Cicero, an orator.

SENTIMENTAL TROPEs.

35. Personification, Apostrophe, Exclamation or Ecphrasis, Interrogation or Erotesis, Vision, Simile or Comparison, Antithesis, Climax, Anticlimax, and Allusion.

36. Personification is a figure which gives life, action, and language to inanimate objects, and animals not endowed with reason, and represents them as intelligent beings ; as, *The earth thirsts for rain*. *Fortune smiles*. "*The wilderness and the solitary place shall be glad for them, and the desert shall rejoice and blossom as the rose*.—*Bible*. *The pine is bending his proud top*.—*Bryant*.

Friend tortoise, quoth the jeering hare,

Your burden's more than you can bear.—*Lloyd*

—Does *Innocence*

Still wear *her* native and untainted bloom ?

Or has *Sin* breathed *his* deadly blight abroad,

And sowed corruption in those fairy bowers ?

Has *War* trod o'er them with *his* foot of fire ?—*H. Ware, Jr.*

37. Apostrophe is a turning from the regular course of the subject, to address some person or thing ; as, "Death is swallowed up in victory. O death ! where is thy sting ? O grave ? where is thy victory ?"—*Murray*.

38. Exclamation or Ecphrasis is the use of pathetic language, which indicates the strong emotions of the mind ; as, "O that my head were waters, and mine eyes a fountain of tears, that I might weep day and night, for the slain of the daughter of my people ! O that I had in the wilderness a lodging place of wayfaring men !"—*Jeremiah*.

39. Interrogation or Erotesis is used to express whatever men wish to affirm or deny with great earnestness ; as, "How long, O Catiline, will you abuse our patience ?" "Do you not see that your designs are known ?" "The Lord is not a man that he should lie, neither the son of man that he should repent. Hath he said it, and shall he not do it ? Hath he spoken it, and shall he not make it good ?"—*Bible*.

40. Vision is a figure of speech by which the speaker, in his imagination or mental eye, describes any thing past or future to be in the present tense,—as actually passing before our eyes ; as in the following extract from *Daniel Webster's Speech* on the Lives and Services of John Adams and Thomas Jefferson,—“Let us, then, bring before us the assembly, which was about to decide a question thus big with the fate of empire. Let us open their doors and look in upon their deliberations. Let us survey the anxious and care-worn countenances, let us hear the firm-toned voices, of this band of patriots.” Cicero thus expresses himself in his fourth oration against Catiline ; “I seem to myself to see this city, the light of the world, and the capital of all nations, suddenly involved in one general conflagration. I perceive in my ruined country wretched and unburied heaps of murdered citizens. I behold the fero-

cious countenance and fury of Cethegus, while revelling in your slaughter."

41. A Simile or Comparison, in rhetoric, is the illustration of one thing or action by another to which it bears some resemblance, and is most generally introduced by *as*, *so*, or *like*; as, *As the mountains are round about Jerusalem, so the Lord is round about his people.*—*Bible*.

He's (Lafayette) gone, *like* the sun at the dying of day,

When shades veil the earth, as his light fades away!—*Miss Gould*.

42. Antithesis is the placing of things in opposition to each other, for the sake of heightening the beauty of description; as, *His joys create, theirs murder, future bliss.*—*Young*. He (Howard) has visited all Europe,—not to survey the sumptuousness of palaces, or the stateliness of temples; not to make accurate measurements of the remains of ancient grandeur, nor to form a scale of the curiosity of modern art; nor to collect medals, or to collate manuscripts; but to dive into the depths of dungeons; to plunge into the infection of hospitals; to survey the mansions of sorrow and pain; to take the gage and dimensions of misery, depression, and contempt; to remember the forgotten, to attend to the neglected, to visit the forsaken, and compare and collate the distresses of all men in all countries.—*Burke*.

43. Climax is a figure in which a sentence or successive members of sentences rise step by step in force, importance, or dignity, to the close of the sentence or series.—*Dr. Webster*.

Examples.—A Climax from Cicero's oration against Verres.—“It is an outrage to bind a Roman citizen; to scourge him is an atrocious crime; to put him to death is almost parricide; but to crucify him,—what shall I call it?”

The cloud-capt towers, the gorgeous palaces,

The solemn temples, the great globe itself

—Shall dissolve.—*Shakspeare*.

44. Anticlimax is the opposite of Climax,—a figure by which the ideas become gradually less important and less striking till the close of the sentence.

45. An Allusion is an expression which has reference to a well known matter of fact or of history; as,

“Hast thou old Greece and Rome surveyed,

And the vast sense of Plato weighed.”—*Gay*.

A P P E N D I X .

SECTION I.

1. Words are derived from one another in numerous ways.

2. Nouns are derived from verbs, adjectives or other nouns; as, conveyance, judgment, and painter are derived from the verbs convey, judge, and paint; softness, ignorance, and falsehood, from soft, ignorant, and false; patronage, lemonade, and physician, from patron, lemon, and physic.

3. Adjectives are derived from nouns, verbs, adjectives, or participles; as, oaken, friendly, bigoted, and fashionable are derived from oak, friend, bigot, and fashion; elective, referrible and referable, perishable, from elect, refer, and perish; lonesome, kindly, and swarthy, from lone, kind, and swarth; untiring, unseen, and unknown, from tiring, seen, and known.

4. Verbs are derived from nouns, adjectives, or verbs; as, patronize, strengthen, and originate, are derived from patron, strength, and origin,

shorten, brighten, *and* brutalize, from short, bright, *and* brutal ; mistake, overlook, outrun, *and* unfasten, from take, look, run, *and* fasten.

5. Adverbs are variously derived ; from adjectives by adding *ly*, which originally meant *like*, but now is used to mean *way* or manner ; as, careful, carefully ; thoughtless, thoughtlessly ; by prefixing the letter *a* to nouns or adjectives ; abroad, away, from broad *and* way, with *a* prefixed. *Needs* is used for *need is*.

TERMINATIONS AND PREFIXES.

6. *Arch* is a Greek word meaning *chief* ; as, arch-bishop, chief-bishop ; arch-duke, chief-duke.

7. *Ation, acian, elion, esion, ition, icion, ision, otion, orion, ution*, are all Latin terminations, and are generally equivalent to our participial termination *ing* ; thus, application is applying, completion is completing ; acquisition is acquiring ; resolution is resolving, &c.—*Fowle*.

8. Nouns in *ar, er, or*, are Latin terminations, and denote a doer or a performer ; as, a beggar, one who begs ; a governor, one who governs ; an instructor, one who instructs.

9. Nouns in *dom*, (a contraction for dominion) *hood*, and *ship*, denote state, condition, or dominion ; as, kingdom, knighthood, lordship, wisdom, martyrdom, manhood.

10. Nouns in *ian* and *ist* denote persons skilled in what is expressed by the primitive word ; as, musician, one skilled in music ; chemist, one skilled in chemistry.

11. "*Ness*, the most general affix of nouns, is probably a corruption of *esse*, the Latin verb *to be* ; as, roundness, *the being* round ; darkness, *the being* dark ; gladness, *the being* glad."—*Fowle*.

12. Nouns in *el, kin, let, ling, and ock* are diminutives ; as, gosling, a little goose ; manikin, a little man ; hillock, a small hill ; eaglet, a small eagle ; rivulet, cockerel, pickerel, &c.

13. Nouns in *ard* denote character or habit ; as, coward, drunkard, sluggard.

14. Nouns in *on* are contractions of the French word *bon*, which means good, and some noun ; as, patron, a good father ; matron, a good mother.

15. Nouns in *age, nce, ion, ure, and ment*, denote the doing or performance of a thing, or the thing done ; as, stowage, repentance, pretension, forfeiture, confinement.

16. Some nouns in *er* or *or* have an active meaning, and denote the persons who transact business or possess the power of conveyance ; as, Covenanter, drawer, devoter, grantor, mortgager, obligor, payer, warrantor or warrantor, assigner or assignor, bargainer.

17. Some nouns in *ee* have a passive meaning, and denote the persons with whom business is done, and to whom conveyance is made ; as, Assignee, covenantee, drawee, devotee, grantee, mortgagee, obligee, patentee, payee, warrantee, bargainee.

ADJECTIVE TERMINATIONS.

18. *Less* subjoined to a word means *without* ; as, careless, *without* care ; thoughtless, *without* thought ; tasteless, &c.

19. *Full* is the adjective *full*, and, in composition, retains its primitive meaning ; as, careful, full of care ; thoughtful, full of thought.

20. *Ish* is the diminutive affix from the Greek *isk* ; as, sweetish, a little sweet ; saltish, a little salt.—*Fowle*.

21. *Able* and *ible* retain in composition the primitive meaning of the adjective *able* ; as, teachable, able to be taught or capable of being taught ; conversable, able to converse. Words in *able* and *ible* have both an active and passive signification.

22. *Ward* means in the direction of, and *wise* means ways ; as, homeward, in the direction of home ; likewise, in like or similar ways.

SECTION II.

ENGLISH PREFIXES IN THE COMPOSITION OF WORDS.

23. *A* is the French preposition *a* when put before nouns or adjectives, which means *to* or *on*; as, ashore, abed, afoot, abroad; adieu, *to* God,—aboard, on board.

24. *After*, Anglo-Saxon *aefter*, is an adjective in the comparative degree from *aft*, meaning *hinder*; as, *after*-part, *hinder* part; *after* means later when it relates to time,—*after*-ages, *later* or succeeding ages; *afternoon*, the time later than noon.

25. *Be* is a different spelling for *by* in some words; as, *beside*, *by* the side; it retains its literal meaning in *because*, the cause *be* or *is*; it frequently means *about*, *to*, or *upon*; as, *bestir*, *bespeak*, *bespatter*.

26. *Counter*, a French prefix, means *opposite*; as, *counter*-march, to march in an opposite direction.

27. *For*, in the composition of words, seems to mean *from*; as, *to forbid*, to bid *from*.

28. *Fore* signifies *before*; *fore*-see, see *before*; *fore*-father, father *before*.

29. *Mis* means *wrong* or *bad*, from the Greek *miseo*, *I hate*; as *mis*-management, *bad* management; *mis*state, state *wrong*; *mis*fortune, *bad* fortune; *miscalculate*, calculate *wrong*; *mistaken*, taken *wrong*.

30. *Over*, in the composition of words, means *above*, or *on the surface*, or *beyond*; and denotes excess; as, *overflow*, *overhear*, *overhang*, *overact*, *overcome*.

31. *Out*, in composition, means *beyond*, or *excluded*; and denotes excess; as, *outdo*, *outrun*. When prefixed to nouns, *out* has the meaning of *exterior*; as, *outside*; and is opposed to *in*.

32. *Un*, when prefixed to adjectives or participles, has the negative meaning of the adverb *not*; as *unwise*, *not* wise; *unkind*, *not* kind; *unknown*, *not* known; *unseen*, *not* seen. *Un* frequently gives a word a contrary meaning; to fasten, to make tight,—to *unfasten*, to make loose; to bend, to crook,—to *unbend*, to straighten.

33. *Under*, often means *lower*; as, *under* officer, a *lower* officer; *under* clerk, a *lower* clerk; *undersell*, sell *lower*; *underrate*, rate *lower*.

34. *Up* means *high*, and implies motion upwards; as, *upland*, *highland*; *uphold*, hold *up*; *uplift*, lift *up*.

35. *With*, in composition, means *from* or *against*; as, *withhold*, hold *from*; *withstand*, stand *against*.

SECTION III.

FRENCH PREFIXES.

36. *Enter* means the same as *inter* or *intro*; as, *enterprise*.

37. *En* and *em* means *in*; as, *engrave*, grave or cut *in*; *embark*, *en* into, *barque*, a large boat; *entomb*, put *in* a tomb. Some words still waver between the Latin and French spelling; as, *enclose*, or *inclose*; *enquire*, or *inquire*.

38. *Sur*, syncopated from the Latin *super*, means *above*, *over*, or *upon*; as, *surmount*, upon all; *survive*, *overlive*; *surpass*, pass *over*; *surname*, name *above*; *surface*, upon the face; *surmount*, upon the mountain.

GREEK PREFIXES.

39. *A* or *an* denotes privation, or without; as *apathy*; *a* without, *pathos* feeling,—anonymous, *an* without, *onoma* a name,—anarchy *an* without, *arche* government,—anomalous, *a* without, *nomos* a rule.

40. *Amphi* means *both*, *two*, or *about*; as, *amphitheatre*, an area with seats *about*,—*amphibious*, *amphi* both, *bios* life,—living in *two* elements, *air* and *water*.

41. *Ana* means *back, again, against, or separate*; as, *anacronism, ana against, chronos time*.—*analyze, ana back, lúō I dissolve*.—*anatomy, ana separate or apart, temno I cut*.

42. *Anti* means *opposite, opposed to, or against*; as, *antichrist, opposed to Christ*.—*antinomy, anti against, nomos a law*.—*anticlimax, opposite to climax*.—*antidote, anti against, dolos given*. A remedy for poison.

43. *Apo* means *from*; as, *apostle, apo from, stello I send*.—*apogee, apo from, ge the earth*.—*aphelion, apo from, helios the sun*.

44. *Dia* means *through*; as, *diameter, dia through, mētreō, I measure*.—*diagonal, dia through, gōnia the corner*.

45. *Epi* means *upon*; as, *epitaph, epi upon, taphos a tomb*.—*epidemic, epi upon, demos the people*.—*epidermis, epi upon, derma the skin*.

46. *Hemi, demi, and semi* mean *half*; as, *hemisphere, half of a sphere*.—*semicircle, half of a circle*.—*demibrigade, half of a brigade*.

47. *Hyper* means *over or above*; as, *hypercritical, over or too critical*.
Hypo means *under*; as, *hypocrisy, hypo under, krisis a judgment or opinion*.—an appearance under a mask.

48. *Hydro*, from *hudos*, water; as, *hydrometer, mētreō, I measure, hudor water*.—*hydrophobia, phobos dread, hudor of water*.—*canine madness*.

49. *Meta* means *from one place, thing, or state to another, or beyond*; as, *metaphor, meta from one thing to another, phoreō, I carry*.—*metacarpus, meta beyond, karpōs the wrist*.

50. *Para* means *from, through, or against*; as, *paragraph, para through, graphō, I write*.—*paralogy, para against, logos reason*.—*paradox, para against, doxa an opinion*.

51. *Peri* means *about, around, towards, or against*; as, *perihelion, peri towards, helios the sun*.—*perigee, towards the earth*.—*pericranium, peri about, kranion, the skull*.—*periphery, peri around, phero I carry, circumference*.

52. *Syn, sym, or syl*, means *together or with*; as, *synthesis, sun together, titheimi I join or put*.—*sympathy, sun together, pathos feeling, mutual feeling*.—*syllable, sun together or with, labō a taking hold*.—that which is spoken at one impulse of the voice.

LATIN PREFIXES.

53. *A, ab, or abs*, means *from or away*; as, *avert, a from, verito I turn*.—*abduce, ab away, duce lead*.—*abstract, abs away, tractus, drawn*.

54. *Ad*, means *to, sometimes at*. The letter *d* in *ad* before a consonant is frequently changed into the letter with which the simple verb begins; as *advert, turn to*.—*accredit, credit to*.—*afflux, flow to*.—*aggregate, heap to or up*.—*alloy, bind to, annihilate, ad to, nihil nothing*.—*destroy, append, ad to, pendō I hang*.—*assume, take to*.—*attract, draw to*.—*admire, wonder at*.

55. *Ante* means *before*; as, *antedate, date before*.—*anteact, act before*.—*ante-chamber, the chamber before the main room*.

56. *Circum* means *around*; as, *circumnavigate, sail around*.—*circumvolve, roll around*.

57. *Con* and *co* mean *together or with*; *con* is properly joined to words beginning with a consonant.—*co*, to words beginning with a vowel. The *n* in *con* is changed into the first letter of the following verb like *ad*; as, *concur, run together, commingle, mingle together*.—*collapse, fall together*.—*correspond, answer together*.—*coequal, equal with*.—*coöperate, operate together*.

58. *Contra* means *against*; as *contravene, come against*.—*contradict, speak against*.

59. *De* means *from or down*; *depress, press down*.—*defend, guard from*; *descend, come or go down*.

60. *Di, dif, dis* mean *apart or asunder*; as, *displaced, placed apart*; *dilacerate, tear asunder or apart*. *Dis* in most English words has nearly the meaning of *not*; as *disown, not to own*.—*dislike, not to like*.—*displeased, not pleased*. *Differ, dif asunder, and fero, I carry*.

61. *E* and *ex* mean *out* or *out of*; *ec* and *ef* are the same; as, *eject*, cast out, *exclude*, shut out,—*eccentric*, out of or from the centre,—*effort*, *ex* out of, *for* strength. *Eruption*, a breaking out.

62. *Extra* means *beyond*; as, *extraordinary*, *beyond* ordinary, *extramundane*, *extra beyond*, *mundane* the world.

63. *In* and its changes *il*, *im*, and *ir*, when prefixed to adjectives, mean *not*; as, *insane*, involuntary, *not* voluntary,—*illegal*, *not* legal,—*illegible*, *not* legible,—*immodest*, *not* modest; *irrelevant*, *not* relevant. *In* before verbs means *in* or *into*; as, *infix*, fix in,—*imbibe*, drink in,—*irruption*, a breaking in,—*illapse*, a sliding in,—*inhale*, breathe in.

64. *Inter* means *between* or *among*; as, *interline*, write *between* lines,—*intervene*, come *between*,—*intersperse*, scatter *among*. In French words, it is written *enter*; as, *enterparlance*, conversation *between*.

65. *Intro* means *in*, *into*, or *within*; as, *introduce*, lead in,—*introvert*, turn *within*,—*intromit*, send in.

66. *Mal* or *male* means *ill* or *bad*; as, *malecontent*, *ill* content,—*malconformation*, *bad* conformation,—*maladministration*, *bad* administration.

67. *Ob* and its variations *oc*, *of*, and *op*, mean *to* or *against*, and denote opposition; as, *object*, cast *against*,—*oblige*, bind *to*,—*occur*, run *to*,—*offer*, bring *against*,—*oppose*, place *against*.

68. *Per* in the composition of English words generally means *by*, sometimes *through*; as, *perchance*, *by* chance,—*per centum*, *by* the hundred,—*perfect*, made *through* or *thoroughly*,—*perform*, form *through* or *thoroughly*,—*perambulate*, walk *through*,—*perforate*, bore *through*.

69. *Post* means *after*; as, *postscript*, an *after* writing,—*post date*, *after* date,—*postpone*, put *after* or *off*,—*postfix*, place *after*.

70. *Præ* means *before* or *beforehand*; as, *pre-exist*, exist *before*,—*prefix*, fix or place *before*,—*premeditate*, meditate *beforehand*,—*prejudge*, judge *beforehand*,—*preposition*, a place or placing *before*.

71. *Pro* means *for*, *forth*, or *forwards*; as, *pronoun*, *for* a noun,—*produce*, lead *forwards*,—*project*, shoot *forth*.

72. *Praeter* means *past* or *beyond*; as, *preternatural*, *beyond* natural,—*preterit* *past* or gone by.

73. *Re* means *back*, or *again*; as, *reprint*, print *again*,—*retrace*, trace *back*,—*rebound*, bound *back*,—*revisit*, visit *again*.

74. *Retro* means *backwards*; as, *retrospective*, looking *backwards*,—*retrograde*, going *backwards*.

75. *Se* means *aside*, *out*, or *apart*; as, *seclude*, shut out,—*secede*, go *apart* or from,—*separate*, make *apart* or *asunder*,—*seduce*, lead *aside*.

76. *Sub* and its variations *suc*, *suf*, *sup*, *sur*, and *sus*, mean *under*; as *subscription*, an *under* writing,—*succeed*, go *under* or propose,—*suffer*, bear *under*, or undergo,—*suppose*, place *under* or think,—*surrender*, go *under*,—*sustain*, hold *under*, *submit*, put *under*. *Subter* means *under*; as, *subterfugious*, flowing *under*.

77. *Super* means *above*, *over*, or *upon*; as, *superfine*, *over* fine,—*super-scribe*, write *upon*,—*superficies*, above the face.

78. *Trans* means *across*, *beyond*, or *from one place to another*; as, *transport*, carry *from one place to another*,—*transfer*, carry *across*,—*transfix*, fix *across*,—*transcribe*, write *across* or copy,—*transparent*, appearing *across* or *through*,—*transgress*, go *beyond*.

79. "*Ultra*, Latin for *beyond*, *above*, *high*, *extreme*; as, *ultra* royalist, one extremely devoted to royalty." *ultramundane*,—*beyond* the world. *Fowle*.

SECTION IV.

DERIVATION OF ENGLISH PREPOSITIONS.

80. *Aboard* (on board) is composed of the French preposition *a*, which means *to* or *on*, and the English noun *board*.

81. *About* (to the boundary) is composed of the French words *a*, *to* and *bout*, *end* or *extremity*.

82. *Above* (on high or on top) is composed of the Saxon words *a*, *be*, and *uþa* *high*.

83. *Across* (on cross) is composed of the French preposition *a* and the English noun *cross*.

84. *After* (hinder) is the comparative degree of *aft*. "*Against* (opposite to) is supposed to be the participle of some Anglo-Saxon verb, and to mean *met* or *opposed*."—*Fowle*.

85. *Along* (on long or length) is composed of *a* and *long*.

86. *Amid* and *amidst* (in the middle) are merely *in* or *on mid* or *midst*.—*Id.*

87. *Among* and *amongst* (a mixed) come from the Saxon verb *mengan*, and mean *mixed* or *mingled*, and the particle *a*.

88. *Around*. (on circle) is composed of *a* and *round*, on round.

89. *At* is probably from the Latin preposition *ad*, and is by the French contracted into *a*.

90. *Athwart* (across) is composed of *a* and *thwart* *cross*.

91. *Before* is composed of the verb *be*, and the adjective *fore*.

92. *Behind* is composed of *be*, and the adjective *hind*.

93. *Below* is compounded of *be* and *low*. *Beneath* is compounded of *be* and the adjective *neath*, from which are derived *nether*, *lower*, and *nethermost* *lowest*.

94. *Beside* is compounded of *be* and the noun *side*. *Besides* is from *be* and the plural noun *sides*. *Be* in both words is used for *by*; as, *by side* or *sides*.

95. "*Between*, formerly written *twene*, a *twene*, *by twene*, is composed of *be* and *twegen*, or, as we have preserved it, *twain*, whence *twin*, another spelling of the same word."—*Fowle*.

96. *Between* (between) is compounded of *be* and the Gothic word *twix*, which means *two*. *Between* and *betwixt* always refer to *two* things, and should never be used in reference to *more* than two.

97. "*Beyond* is *be* with the Anglo Saxon *gone*, which is from their verb *go*, and means *passed*. So that *beyond* a place means, 'be passed that place' or 'be that place passed.'"—*Fowle*.

98. *By* is the Anglo Saxon verb *beon*, *to be*, and our ancestors wrote it indifferently *be* or *by*.—*Id.*

99. *Concerning* is the present participle of the verb *concern*.

100. *Down* is from the Anglo Saxon participle *dufen*, from the verb *dufian* *to sink*, and means *depressed* or *low*.

101. *During* is the present participle of the old verb *to dure*, *to last*, and means *lasting*; as, "*While his lyfe mai dure*."—*Chaucer*.

102. *For* is a Gothic noun, meaning *cause*, and has a variety of meanings in English, such as *on account of*, *by reason of*.

103. *From* is the Anglo Saxon noun *frum* and means *beginning*, *origin*, *source*, *fountain*, *author*.—*J. H. Tooke*.

104. *In* comes from the Gothic and Anglo Saxon noun *inna*, *inne*, *the interior part of the body*,—*a cave*, *cell*, *a cavern*,—what is concealed.

105. *Into* is compounded of *in* and *to*.

106. *Notwithstanding* is composed of the negative adverb *not* and the present participle *withstanding*, from the verb *withstand*, and means *not opposing*.

107. *Of* in its primary sense has the meaning of *from*, which is retained in the word *off*. *Fowle* conjectures that *of* always means *having* or *adding*.

108. *Off* means *from*, and is opposed to *on*. Dr. Webster considers it a different spelling for *of*, for the sake of distinction.

109. *On* is probably the *on* of *upon high*, and may mean *top* or *outside*.

110. *Over* has nearly the meaning of *above* in common use; its original meaning was *higher*.

111. *Respecting* is the present participle of the active verb *respect*.
 112. *Round* is from the noun *round*, a circle, and has nearly the meaning of *about*.
 113. "*Since* is a participle of the Anglo Saxon verb *seon*, to see, and may generally be rendered by *seen* or *seeing*.—*Fowle*
 114. *Through* is a contraction of *thorough*, and is from the Anglo Saxon noun *thuruh*, which means *door*, *gate*, or *passage*.
 115. *Throughout* is compounded of *through* and *out*.
 116. *Till* is compounded of *to* and *while*, which means time,—to the time.
 117. *To* is the Gothic noun *tau*, which means *end*.
 118. *Toward* is compounded of *to* and *ward*; *towards* is the same with the addition of *s*. *Ward* is an Anglo Saxon verb, and means *look at* or *direct the view*. He is going *toward* the house,—he is going *in the direction* to the house, or *in the way* to the house.
 119. *Under*, in the Dutch *onder*, is nothing but *on-neder*, (on lower,) and is a noun.—*H. Tooke*.
 120. *Underneath* is compounded of *under* and *neath*, *low*.
 121. *Until* is compounded of the particle *un* and *till*, and either may be used indifferently, as euphony requires.
 122. *Unto* is compounded of the particle *un* and *to*, and by usage has become obsolete.
 123. *Up*, says Fowle, is from *ufon*, *ufan*, *ufa*, meaning *high*. J. H. Tooke says it means the same as *top* or *head*.
 124. *Upon* (high on) is compounded of *up* and *on*.
 125. "*With* comes to us from two sources, *withan*, to join, and *wyrthan*, to be, both Anglo Saxon verbs."—*Fowle*.
 126. *Within* (join in, or be in) is compounded of *with* and *in*.
 127. *Without* (join out, or be out) is compounded of *with* and *out*.
 128. *Worth* (of the value of) is from the Saxon verb, *wyrthutan*, through the Gothic verb *weorthan*, or *wyrthan*, to be. *Were* and *wert* come from the same source. *Worth* was formerly used instead of *be*; as, "*Wo worth* (be) (to) the beaute that is ruthless.—*Chaucer*."

DERIVATION OF ENGLISH CONJUNCTIONS.

129. *Although* is compounded of *all* and *though*.
 130. *And* is the Anglo Saxon verb *an-ad*, to add; as, four *and* two are six,—four add two are six.
 131. *As*, says Dr. Johnson, is from the Teutonic *als*, a contraction of *all*. J. H. Tooke says, that, *as* originally had the meaning of *if*, *that* or *which*; and it still retains one of these meanings in the various relations in which it is employed in the English language. *As*, in the sense of *when* or *while*, has *time* understood for its antecedent; as, I saw you *as* you passed,—I saw you at the *time* when or at *which* you passed. That flower is *as* (that) white *as* (which) snow [is.] She can read *as* (that) well *as* (which) her sister [can.] *As* virtue advances, *so* vice recedes,—vice recedes *that which* virtue advances. *As*, when a conjunction, has nearly the meaning of *since* or *because*, and connects sentences; as, *As* (because) you appear so reluctant, I withdraw my request. I withdraw my request,—the reason for *which* is you appear so reluctant.
 132. *Because* is compounded of *be* and *cause*, the *cause* is.
 133. *But*, denoting addition, is from *bot*, the imperative of *botan*, and means to *boot*, or *superadd*.
 134. *But*, denoting exception, is from *be-utan*, which means *be out*, *except*, or *leave out*.
 135. *Both* is the adjective *both*, meaning *two*, and is considered a conjunction when followed by *and*.
 136. *Either* is from the Saxon *argther*, *egther*, *other*, and means *one of two*.
 137. *Except*, meaning *unless*, is the imperative of the same verb.
 138. *For* is a Gothic noun, meaning *cause*.

139. "*If* is a corruption of *gif*, the imperative of *gifan*, the Saxon orthography of *give*, and answers in signification and use to *admit*, *allow*, *grant*, *suppose*."—*Dr. Webster*.

140. *Lest* is compressed from *lessed*, the perfect participle of the Anglo Saxon verb *lesan*, to *dismiss* or *loose*, and means *dismissed* or *loosed*.

141. *Neither* is compounded of the particle *ne*, which means *not*, and the word *either*,—*not either*.

142. *Nor* is a compression of *not* and *or*,—*not other*.

143. *Or* is a contraction of the adjective *other*.

144. *Since* means *seen* or *seeing*. See the preposition *since*.

145. *Than* is derived from a Hebrew verb, meaning *give*, *put*, or *place*.—*Ree's Cyc.* Ex. "Charity is greater than faith." Place or exhibit faith, charity is greater.

146. J. H. Tooke, in his *Diversions of Purley*, considers the word *that* an adjective, when parsed as a conjunction in English; as, "I wish you to believe *that* I would not wilfully hurt a fly." "I would not wilfully hurt a fly; I wish you to believe *that* (assertion)."

147. *Though*, or as it has been spelled, *tho*, *thah*, *thaf*, *thauf*, and *thof*, is the Anglo Saxon verb *thafian*, and means to *allow*, *permit*, *grant*, *yield*, or *assent*.—*Fowle*.

148. *Unless*, or as it used to be spelled, *onles*, is the Anglo Saxon verb *dismiss* or *except*, and either of these verbs may be put instead of it.—*Id.*

149. *Whereas* is compounded of *where* and *as*.

150. *Whether* is from the Saxon word *hwæther*, and is resolvable into *which*, denoting *one* of two alternatives; as, I cannot tell *whether* he will go or stay. He will go or stay; I cannot tell *which*.

151. *Yet* is from the Anglo Saxon verb *get*, the imperative of *getan*, to *get*.

RECAPITULATION OF THE RULES OF SYNTAX.

RULE I. The nominative case governs the verb in person and number. See page 143.

RULE II. A verb agrees with its nominative case in person and number. See page 143.

RULE III. Active verbs or active participles govern the objective case. See page 144.

RULE IV. Adjectives belong to nouns or pronouns. See page 145.

678. The article *a* or *an* belongs to nouns in the singular number only. See page 146.

679. The article *the* belongs to nouns in the singular or plural number.

RULE V. Nouns or pronouns in the possessive case are usually governed by the noun which follows them. See page 146.

RULE VI. Prepositions govern the objective case. See page 147.

RULE VII. Adverbs qualify verbs, participles, adjectives, or other adverbs. See page 148.

RULE VIII. Nouns or pronouns, signifying the same person or thing, agree in case. See page 149.

RULE IX. Any verb or participle may have the same case after it as before it, when both words signify the same person or thing. See page 152.

706. Note 2. The *subject* and *predicate* nominative are always in the same case, when both words signify the same person or thing. See page 152.

Note 4. Both the *primary* and *predicate* object are always in the same case. See page 152.

RULE X. Conjunctions connect nouns or pronouns in the same case. See page 153.

RULE XI. Conjunctions usually connect verbs in the same mode or tense. See page 154.

RULE XII. A verb, having two or more nominatives connected by the conjunction *and*, must agree with them in the plural number. See page 155.

712. If any or either of the nominatives is of the first person, the verb is of the first person. If not, and any or either of the nominatives is of the second person, the verb is of the second person. See page 155.

713. A verb having two or more nominatives, preceded by the adjectives *each* or *every*, though connected by the conjunction *and*, must agree with them in the singular number. See page 155.

RULE XIII. A verb having two or more singular nominatives connected by the conjunction *or* or *nor*, must agree with them in the singular number. See page 157.

RULE XIV. Pronouns agree with their antecedents, or the nouns which they represent, in person, number, and gender. See page 158.

RULE XV. Participles refer to nouns or pronouns. See page 161.

RULE XVI. Verbs in the infinitive mode refer to nouns or pronouns; and are governed by verbs, participles, adjectives, or nouns. See page 162.

RULE XVII. The noun or pronoun designating the name of the person or thing addressed, is in the nominative case independent, when its case depends on no other word in the sentence. See page 163.

RULE XVIII. A noun or pronoun, joined with a participle, and governing no verb, is in the nominative case absolute. See page 164.

RULE XIX. A noun or pronoun following a neuter or passive participial noun, is in the nominative case absolute, when the participial noun is preceded by a noun or pronoun in the possessive case, either *expressed* or *understood*, referring to the same person or thing. See page 207.

763. Collective nouns, or nouns of multitude, have verbs and pronouns agreeing with them either in the singular or plural number;—in the singular number, when unity is implied; in the plural number, when plurality is implied. See page 171.

771. When the nominatives are connected by *but*, the verb usually agrees with the nominative which precedes the conjunction; and that which follows the conjunction, governs a verb understood. See 772, 773, 774, 775, 776, 777, 778, 779, 780, and page 175.

Note 1. The words *as*, *but*, and *than*, are usually followed by a noun or pronoun in the same case that the noun or pronoun *is*, which precedes them. *As* and *than*, in such instances, denote comparison. See page 175.

784. A preposition is frequently understood. See 785, 786, 787, 788, and page 181.

797. The sign to is omitted after *see*, *hear*, *feel*, *let*, *make*, *bid*, *have*, *need*, and *dare*. See 798, 799, 800, 801, and page 186.

821. The pronouns *it* and *which* frequently relate to what is implied in some other part of speech or part of a sentence, and sometimes to the whole of a preceding sentence; as, Jane is handsome, and she knows *it*. See page 199.

824. Those verbs which can be changed into the variations of the verb *be* or *become*, without injuring the sense, are followed by *adjectives*, rather than by *adverbs*; as, The rose *looks* (is) beautiful. The ice *feels* (is) cold. See Lesson C. on page 202.

905. Adjectives that have number, must agree with their nouns in number. See page 236.

906. Never use the pronoun *them* instead of the adjective *those*. See page 236.

910. *Any* and *none* should be used in preference to *either* and *neither*, when we speak of more than two persons. See page 237.

911. Double comparatives and superlatives should not be used. See page 237.

932. Two negatives in English destroy each other, and render the double negation an affirmative one in meaning. See page 243.

940. Pronouns, being used to supply the place of nouns, should not be employed in the same member of the sentence as the nouns which they represent; as, The boy, *he* is idle. See page 249.

962. GENERAL RULE OF SYNTAX. In the construction of sentences, the most appropriate words should be selected, and should be arranged in that order which will exhibit the sentiments expressed to the best advantage. A systematic, lucid, and correspondent construction should be carefully preserved throughout every sentence. See page 265.

967. TAUTOLOGY. Words should not be used whose meaning is implied in some preceding word; a needless repetition of the same meaning in different words is called *tautology*. See page 259.

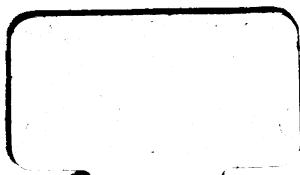
973. The correlative correspondent phrases, *as well as*, *as soon as*, *so far as*, and the like, belong to two members of a compound sentence; and, in analyzing, *as well*, *as soon*, *so far*, &c. belong to the *former*, and the word *as*, whose antecedent is demonstrated by the first *so* or *as*, belongs to the *latter* member of the sentence.

974. *As if*. The words *as if* denote an ellipsis of two distinct sentences, with a finite verb belonging to each; as, What necessity is there of so much noise, *as if* the house was falling down? Elliptically, (such a noise) *as* (there would be) *if*, &c.

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